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February 1973

Volume 8 Number 2

ERIC

# research in education

# RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

**Organization of Journal** RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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# IMPORTANT NOTICE

Beginning with the January 1973 issue, accession numbers appearing in the Subject, Author, Institution, and Cross Reference Indexes will be followed by the symbol // whenever they refer to documents that are *not* available from the ERIC Document Reproduction Service (EDRS). Approximately 18 percent of the documents announced in each issue of **Research In Education** are copyrighted, or have alternate sources of availability, and therefore will bear this symbol.

ERIC also announces a change in its microfiche reduction ratio to conform with both the new COSATI (Committee on Scientific and Technical Information) and NMA (National Microfilm Association) standards. This will result in a 24:1 reduction ratio instead of the present 20:1.

Beginning with the December 1972 issue of **Research In Education,** all standing orders for microfiche will be issued in the new format. Microfiche produced earlier at the 20:1 standard will continue to be supplied in that format.

The new format provides for 98 pages per microfiche (as opposed to 60 pages per microfiche for the old format). Since the new format does not modify the external dimensions of the microfiche, existing microfiche readers may be used without modification.

DHEW Publication Number (NIE) 73-27601

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## Introduction

**Research in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

# DOCUMENT SECTION

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

**ED 013 371** **64** **AA 000 223**

*Norberg, Kenneth D.*

**Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

| *Code* | *Description* |
|---|---|
| 08 | Adult and Vocational Education, Public Law 88–210 |
| 16 | Captioned Films for the Deaf, Public Law 85–905 |
| 24 | Cooperative Research, Public Law 89–10, Title IV |
| 32 | Disadvantaged Students Program, Public Law 89–10, Title I |
| 40 | Handicapped Children and Youth, Public Law 88–164 |
| 48 | Language Development, Public Law 85–864, Title VI |
| 52 | Library Research and Development, Public Law 89–320, Title II, Part B |
| 56 | New Educational Media, Public Law 85–864, Title VII, Part A |
| 64 | New Education Media, Public Law 85–864, Title VII, Part B |
| 72 | Research in Foreign Countries, Public Law 83–480 |
| 80 | State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505 |
| 88 | Supplementary Centers and Services, Public Law 88–10, Title III |
| 95 | Other Office of Education Programs |

# Document Résumés

**The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.**

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:


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| RC – Rural Education and Small Schools | 92–102 |
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| SO – Social Studies/Social Science Education | 115–124 |
| SP – Teacher Education | 124–128 |
| TM – Tests, Measurement, and Evaluation | 128–144 |
| UD – Disadvantaged | 144–150 |
| VT – Vocational and Technical Education | 150–166 |


## AA

**ED 067 512** AA 001 043

**To Establish a National Institute of Education; Hearings before the Select Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Second Congress. First Session on H. R. 33, H. R. 3606, and Other Related Bills to Establish a National Institute of Education, and for Other Purposes.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 71

Note—1,708p.; Hearings held in 1971: Feb. 18, 24; March 17, 20, 23; May 11, 14; June 14

**EDRS Price MF-$0.65 HC-$59.22**

Descriptors—*Educational Legislation, Educational Objectives, Educational Programs, Educational Quality, *Educational Research, Evaluation, Experimental Schools, Facility Requirements, *Federal Legislation, Government Role, *Information Dissemination, *National Programs, Publications, Speeches

Identifiers—*National Institute of Education

The text of H.R. 3606, a bill to establish a National Institute of Education and for other purposes, and a summary of H. R. 33, The National Institute of Education Act, are provided. In addition, statements of educators and of those directly concerned with educational agencies of the Government are included. As stated in H. R. 3606, "The purpose of this Act is to establish a National Institute of Education to conduct and support educational research, and disseminate educational research findings throughout the Nation." The summary of H. R. 33 states that The National Institute of Education Act provides that the Secretary of HEW, through the Institute, shall: (1) conduct educational research; (2) collect and disseminate the findings of educational research; (3) train individuals in educational research; (4) assist and foster such research, collection, dissemination, or training through grants, or technical assistance to, or jointly financed cooperative arrangements with, public or private organizations, institutions, agencies, or individuals; (5) promote the coordination of such research and research support within the Federal Government; and (6) may construct or provide (by grant or otherwise) for such facilities as he determines may be required to accomplish such purposes. Supplemental material provided in the report include articles by Dr. Dwight Allen; Chicago Public High School for Metropolitan Studies--Rationale and Program; an article by Dr. Don Davies; articles and a report by Hendrik D. Gideonse; a paper by Dr. Klaus Hinst; a paper by Kenneth Komoski; an editorial by David Krathwohl; a report by Roger E. Levien; an article by Hon. Sidney P. Marland; and an Experimental Schools Program of the Office of Education. (DB)

**ED 067 513** AA 001 044

**Hearings before the Civil Rights Oversight Subcommittee (Subcommittee No. 4) of the Committee on the Judiciary House of Representatives. Ninety-Second Congress: Second Session on Reports of the U. S. Commission on Civil Rights on the Education of the Spanish Speaking.**

Congress of the U.S., Washington, D.C. House.

Pub Date Jun 72

Note—382p.; Serial No. 35

**EDRS Price MF-$0.65 HC-$13.16**

Descriptors—*Civil Rights, *Cultural Isolation, *Ethnic Studies, *Mexican Americans, Professional Recognition, *Spanish Speaking

Testimony presented at hearings on the education of the Spanish speaking is presented. Specific subjects covered include achievement language and cultural exclusion, ethnic isolation, and representation of Mexican Americans in the education profession. (CK)

**ED 067 514** AA 001 045

*Krystal, Sheila Henrie, Samuel*

**Educational Accountability and Evaluation. PREP-35.**

National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No—DHEW-OE-72-9; PREP-35

Pub Date 72

Note—56p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Cat. No. HE 5.212: 12087, $.60)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Bibliographic Citations, Case Studies (Education), Data Analysis, *Educational Accountability, Educational Objectives, Educational Research, *Education Vouchers, *Evaluation Criteria, Management Systems, Measurement Techniques, *Performance Contracts, Program Planning, Research Design, School Responsibility, *Systems Approach, Technical Reports

Identifiers—PREP, *Putting Research into Educational Practice

Educational accountability is treated as a philosophy and as a means of introducing system into an educational enterprise. The philosophy of accountability is discussed as to the demand for accountability, the possibility of using accountability as a political tool, the promise made by accountability and whether the promise can be kept, difficult issues, who is accountable to whom, and resistances to accountability. System approaches to accountability are viewed from the standpoint of first, establishing goals and objectives, and second, developing systems for evaluations, feedback, and corrective action. Specific program approaches to accountability described are external performance contracting, internal performance contracting, the voucher system, external audit or EPA, systems analysis, and PPBS. The evaluation portion of educational accountability is presented as to what evaluative research is, who should do the evaluation, types of evaluation studies, evaluation procedures, research design and measurement, and technique used to analyze evaluation data. Five case studies are provided as illustrations of attempts to implement accountability systems. The programs described are the Portland Public Schools Performance Contracting, Portland, Oregon; Contract Leasing, Grand Rapids, Michigan; PSRMAC Program Audit, State of Washington; A System Approach to Accountability, East Syracuse-Minoa Central Schools, New York; and The Hillsborough Public School PPBS Program, Hillsborough, California. Numerous references related to the various facets of accountability are provided. (DB)

**ED 067 515** AA 001 046

*Chow, Stanley And Others*

**Drug Education. PREP-36.**

National Inst. of Education, Washington, D. C.

Report No—DHEW-OE-72-9; PREP-36

Pub Date 72

Note—87p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Cat. No. HE5.212:12090, $1.00)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Adult Education Programs, *Case Studies (Education), Curriculum Development, Curriculum Guides, *Drug Education, Educational Research, Elementary Grades, Guides, Kindergarten, *Program Descriptions, Programed Units, Program Evaluation, *Program Planning, Resource Materials, *School Responsibility, Secondary Grades, Teacher Education, Teaching Techniques

Identifiers—PREP, *Putting Research into Educational Practice

What schools can do and are doing to prevent the abuse of drugs by their students is the focus of this report. The first section of the report "An Overview of Current Efforts" presents the findings of a one-year study of drug education in the United States, with a subjective analysis of the various approaches in the field. In the second

section "Guide for the Drug Education Planner," specific guidelines for planning, implementing, and evaluating local drug education efforts are offered. "Case Studies," section three, presents detailed descriptions of 10 different approaches in the following locations: Coronado, California; State of Oregon; Duluth, Minnesota; Milwaukee, Wisconsin; Wayne County, Michigan; Seymour, Connecticut; Dade County, Florida; Maricopa County, Arizona; Parkway, Missouri; and Laredo, Texas. Six commercially developed programs are described in section four "Product Reports"; these are The Creative Learning Group Drug Education Program (K-Grade 9); Drug Education Program or Drug Abuse Decision System (DADs) (Grades 9-12); The Drug Experience: Data for Decisionmaking (Grades 7 and 8, but also used in Grades 6-12); Drugs: Insights and Illusions (Junior and Senior High School Students); Technicon Drug Decision Program (Grades 6-9); and Impact Plus Two and Why? (Grades 5 and 6 and Grades 7 and 8). A "Teacher's Guide to Resources in Drug Education" provides reviews, catalogs, resource handbooks, and compiled bibliographies on instructional aids and materials, curriculum ideas, and background information on drug education. Current ERIC entries on Drug Education Programs are listed, as are past PREP reports. (Author/DB)

**ED 067 516** AA 001 047
*Chow, Stanley And Others*
**Early Childhood Education. PREP-37.**
National Inst. of Education, Washington, D. C.
Report No—DHEW-OE-73-27624; PREP-37
Pub Date 72
Note—57p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($.60)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Child Development, Cognitive Development, *Curriculum Development, Differentiated Staffs, Disadvantaged Youth, *Early Childhood Education, Educational Objectives, Educational Programs, Educational Research, *Elementary School Curriculum, Instructional Materials, Intellectual Development, Intervention, Models, Parent Education, *Preschool Curriculum, *Program Descriptions, Skill Development, Social Development, Teacher Education
Identifiers—PREP, *Putting Research into Educational Practice

Programs that represent major curriculum development efforts in early childhood education are described as to goals and objectives, content and materials, classroom activities, parent involvement, professional and paraprofessional training, administrative requirements and costs, program development and evaluation, and program history and present status. The programs presented are the following: (1) Ameliorative Program (University of Illinois), (2) Appalachia Preschool Education Program (Appalachia Education Laboratory, Inc., Charleston, West Virginia), (3) The Bank Street Model (Bank Street College of Education, N. Y., N. Y.), (4) The Behavior Analysis Model (University of Kansas), (5) The Cognitive Curriculum (High/Scope Educational Research Foundation, Ypsilanti, Michigan), (6) Demonstration and Research Center for Early Education (DARCEE) (George Peabody College for Teachers), (7) Early Childhood Education Learning System (Southwest Educational Development Laboratory, Austin, Texas), (8) East Harlem Block Schools (East Harlem Block Schools, N. Y., N. Y.), (9) Education Development Center Open Education Model (Education Development Center, Newton, Massachusetts), (10) Engelmann-Becker Model (University of Oregon), (11) Florida Parent Education Program (University of Florida), (12) The Interdependent Learning Model (New York University), (13) Primary Education Project (University of Pittsburgh), (14) Responsive Program (Far West Laboratory for Educational Research and Development, Berkeley, California), and (15) Tucson Early Education Model (University of Arizona). A bibliography and references from RIE are given. (DB)

**ED 067 517** AA 001 048
*Dupuis, Mary M., Ed. And Others*
**A Research and Development Agenda for the National Institute of Education.**
National Inst. of Education, Washington, D. C.
Report No—NIE-P103
Bureau No—BR-1-7059
Pub Date Jul 72
Grant—OEG-0-71-3636(515)
Note—95p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Budgeting, *Cognitive Development, *Educational Objectives, Educational Practice, *Educational Research, Emotional Development, *Federal Government, Legislation, Management, Physical Development, *Social Development
Identifiers—*National Institute of Education, NIE

This is one of several papers written to provide a rationale for programs of the new National Institute of Education (NIE). The basic elements of the rationale for each proposed NIE program and the sequence in which they will be discussed are: (1) educational goals to be achieved, (2) variables that can be manipulated to reach the goals, (3) current practice and status of R&D on the variables, (4) new R&D programs that might lead to goal achievement, and (5) management and budget recommendations. The research and development programs derived from this rationale fall into four areas defined by NIE legislation: (1) basic research to increase the fund of knowledge about education, (2) improvement of current educational practice, (3) activities to build the R&D capability of the country, (4) programs to solve major educational problems. The selection of Learner Goals, Enabling Goals, and Systems Goals is based upon the opinions and work of many people and a wide range of literature sources. Learner goals have three areas: social-emotional development, cognitive development, and physical development. Enabling goals include effective selection and training of persons who work in education and effective dissemination of R&D results. System goals include productivity, access, and participation. (CK)

**ED 067 518** AA 001 049
*Etzioni, Amatai*
**An NIE Strategy Paper.**
National Inst. of Education, Washington, D. C.
Report No—NIE-P105
Bureau No—BR-1-7059
Pub Date Jul 72
Grant—OEG-0-71-3636(515)
Note—44p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Classification, Cost Effectiveness, Cultural Awareness, *Data Collection, *Educational Objectives, Educational Research, *Improvement Programs, Information Dissemination, Standards, *Systems Approach, Tests
Identifiers—*National Institute of Education, NIE

This report focuses on the goals of American education and suggested programs for NIE. The goals discussed are those that the American educational systems seems to be aimed at. They are classified into two main categories: output goals, essentially the ends which the system is geared to achieve, and process goals, attributes of the processes through which the putput goals are reached. A series of programs are suggested in Chapter II to serve these goals. In order to approach output goals, Program 1 recommends an intermediate phase: Operation Codify, Blueprint. This would involve collecting relevant data on the costs, effectiveness, and prerequisites of different aspects of the educational system. Program 2 recommends emphasis on expressive tests and indicators. Program 3, Project Authority: New Styles, would seek new, more flexible structures of authority at all levels. Program 4 emphasizes the need for students to be involved in real situations and to become acquainted with different sub-cultures. Program 5 suggests Educational Concertation Centers, to help collect, coordinate, and disseminate information and resources. Program 6 proposes Technological Shortcuts as a means of economizing. Program 7 suggests Operation Dialogue as a bridge between NIE, local and state school systems, and other educational institutions. The systems approach used in this report identifies the potential barriers to the realization of goals. An analysis of the existing educational system is recommended, in order to discover why the system so often fails to meet its goals and why educational research helps so little. Some suggestions for improving the present system conclude the report. (For related document, see AA 001 048). (Author/CK)

**ED 067 519** AA 001 050
*Cohen, David K.*
**The National Institute of Education: What Can Be Expected?**
National Inst. of Education, Washington, D. C.
Report No—NIE-P106
Bureau No—BR-1-7059
Pub Date Sep 72
Grant—OEG-0-71-3636(515)
Note—22p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Research, *Evaluation Criteria, *Federal Government, Knowledge Level, *Objectives, Political Influences, *Problem Solving
Identifiers—*National Institute of Education, NIE

The question considered in this essay is: Given what we know about research and development in education, what might reasonably be expected from a National Institute of Education (NIE)? Two suggestions are made. One way to figure out what an NIE might be good for is to make up a list of what's wrong with American education and dream up some plausible ways in which R&D might help. A more cautious way of proceeding might be to set out what we know about education and R&D in advance and try to infer from that what might reasonably be expected from a government R&D agency. Subjects discussed include: educational problems, defining goals for an NIE, the knowledge base, utilizing R&D results, and definition of research and development. Consequences for NIE include: (1) Accepting a "-major problems" mandate is not likely to reduce the potential for instability in an NIE; (2) Tendency toward political instability will be compounded by the fact that evaluative criteria for educational R&D are murky; and (3) There is a formidable system of constraints and there's no simple way to avoid the problems they pose. (For related document, see AA 001 048.) (CK)

**ED 067 520** AA 001 051
*Hull, Cynthia C. Wanger, Judith*
**Educational Resources Information Center (ERIC) File Partition Study: Final Report.**
System Development Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SDC-TM-4972
Bureau No—BR-1-9015-2
Pub Date Aug 72
Contract—OEC-0-71-4718
Note—272p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—Data Bases, *Data Collection, Decision Making, *Educational Needs, Information Dissemination, *Program Evaluation, Projects, Questionnaires, Relevance (Education), *Surveys, *Use Studies
Identifiers—*Educational Resources Information Center, ERIC, National Center for Educational Communication, NCE

A study to provide the National Center for Educational Communication (NCE) with information that could be useful in making the ERIC data base more relevant to the needs of educators and more efficiently usable by them is discussed. Specific purposes of this project were to use an empirical field-survey study as an armature around which to: (1) Clarify the concept of file partitioning in terms of the mechanisms by which partitioning achieves its effects; (2) Identify technical requirements and prerequisites for effective partitioning of the ERIC data base; (3) Identify alternate possible initial trial ERIC file partitions that would appear to have some reasonable likelihood of success; and (4) Recommend a general course of action to follow in obtaining still more definitive data on which to base managerial decisions. The project involved three data-gathering activities. These were: (1) a review of current ERIC practices, (2) a review of some current ERIC-related studies, and (3) a questionnaire survey. A comparison of the 15 user-group profiles created by the cross-tabulations revealed some similarities that cut across all groups, as well as a number of differences that set the groups apart. A three-part integrated program is recommended that would provide for the development of the required improvements in the descriptive system and for the testing of candidate partitions. Program parts are: (1) Develop and elaborate nonsubject descriptors for ERIC documents; (2) Develop associations between descriptor and candidate partitions; and (3) Perform selective dissemination of information experiment. (Author/CK)

**ED 067 521** AA 001 052
**National Survey of Library Services to the Aging. Final Report.**
Cleveland Public Library, Ohio.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
Pub Date Dec 71
Grant—OEG-0-71-4665
Note—272p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Data Collection, Federal Government, Financial Support, Interagency Coordination, Interviews, Legislation, *Library Services, *Older Adults, *Public Libraries, Questionnaires, Staff Utilization, State Agencies, Surveys

The purpose of this study was to determine the scope of library service rendered to persons over 65 by public libraries and libraries at state and federal institutions. Library services were defined to exclude routine services such as book lists but include programs and services (1) which are offered specifically for the aging population or (2) in which at least 50% of the participants are 65 years of age or older. State library agencies, state administrations on aging, U. S. Department of Health, Education, and Welfare regional program officers, and selected other individuals and agencies were contacted to identify libraries that were believed to provide specific library programs or services for the over 65 population. Those identified were subsequently surveyed by questionnaire and/or field interviews. Material was presented as findings on: (1) the scope, nature, and extent of library services to the aging, (2) financing library services to the aging, and (3) organizational and staff support for library services to the aging. Several exemplary programs and services for the aging were described. The report concludes with overall observations, conclusions, and recommendations. Major recommendations included: (1) special recognition of the aging in library legislation and organization, and (2) coordination of services to aging as a discrete program of library agencies. (Author)

**ED 067 522** AA 001 053
**Full-Scale Implementation of a Process Evaluation System for Programs of the National Center for the Improvement of Educational Systems. Volume I: Summary.**
Resource Management Corp., Bethesda, Md.
Spons Agency—National Center for the Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Report No—RMC-R-UR-172
Pub Date Nov 72
Note—91p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bilingual Education, *Data Analysis, *Data Collection, Early Childhood, *Educational Development, *Evaluation Methods, *Improvement Programs, Leadership, Pupil Personnel Services, Questionnaires, Special Education, Teacher Education, Teacher Educators, Vocational Education

The second year of effort in the development of a process evaluation system for the programs of the National Center for the Improvement of Educational Systems (NCIES) is reported. The activity involved the full-scale implementation of the system in 438 projects in 12 NCIES programs. Programs included are: Bilingual Education, Early Childhood, Educational Leadership, Pupil Personnel Services, School Personnel Utilization, Special Education, Teacher Corps, Teacher Development for Desegregating Schools, Training of Teacher Trainers, Urban/Rural School Development, Vocational Education 552, and Vocational Education 553. For the second year, the system was refined and a new questionnaire developed. The main output of this study was six volumes. This volume presents the analysis of the data collected, conclusions, and recommendations for the programs and for the Center as a whole. Also included is an Appendix, containing a description of the methodology used in the project. (Author/CK)

**ED 067 523** AA 001 054
*Wolman, Jean M. And Others*
**A Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs. Volume I. Final Report.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Pub Date Nov 72
Contract—OEC-0-70-5018
Note—130p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Comparative Analysis, Cost Effectiveness, Data Collection, Information Dissemination, Metropolitan Areas, Program Evaluation, *Proprietary Schools, *Public Schools, *School Surveys, *Vocational Education

Results of a survey undertaken to provide data about proprietary schools, their students, and their programs are presented. All proprietary schools in four metropolitan areas of the United States which trained students in four selected occupational areas were surveyed. Included for comparison purposes were non-proprietary schools offering comparable vocational training in the same geographical areas. This report contains the results of these surveys and focuses particularly on the following: (1) a comparative description of proprietary and non-proprietary schools, students, and alumni; (2) analysis and discussion of alternate measures of training effectiveness including placement, cost-benefit, and non-monetary measures; (3) discussion of such issues as recent changes in program offerings and student bodies; and the incentives to which proprietary schools respond in making these changes; and (4) concludions and recommendations regarding evaluation, government funding and dissemination of information regarding vocational education. (For related document, see AA 001 055) (Author/CK)

**ED 067 524** AA 001 055
*Wolman, Jean M. And Others*
**Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs. Volume II: Appendices. Final Report.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Pub Date Nov 72
Contract—OEC-0-70-5018
Note—154p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Alumni, Career Change, Comparative Analysis, Correlation, Cost Effectiveness, *Educational Programs, *Educational Research, Geographic Location, Interviews, Item Analysis, Occupations, *Questionnaires, Sex Differences, *Statistical Data, Student Reaction, Tables (Data), *Vocational Education
Identifiers—*Appendixes, Nonproprietary Training Programs, Proprietary Training Programs

Twenty-one appendices to the final report of "A Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs" comprise this volume. The appendices are as follows: (A) Eligible Training Programs; (B) Student Questionnaire; (C) Administrator's Guide; (D) Alumni Questionnaire; (E) Interview Record Form; (F) Introductory Letter to Proprietary Schools; (G) Introductory Letter to Non-Proprietary Schools; (H) Record of Telephone Contact with School; (I) Letter of Confirmation; (J) Student Questionnaire Transmittal Letter; (K) Alumni Cover Letters; (L) Institutional and Student Correlation: (1) Variables Used for Correlation Matrix, (2) Correlation Matrix; (M) Institutional and Alumni Correlation: (1) Variables Used for Correlation Matrix, (2) Correlation Matrix; (N) Student Questionnaire: Percent Distribution of Student Item Responses by Occupational Area; (O) Student Questionnaire: Percent Distribution of Student Item Responses by Sex; (P) Student Questionnaire: Percent Distribution of Student Item Responses by City; (Q) Alumni Questionnaire: Percent Distribution of Alumni Item Responses by Occupational Area; (R) Summary of Occupational Training Programs; (S) Summary of 1971 Graduation and Placement Data Provided from Institutional Interviews; (T) Summary of Alumni Job Transition from before Training to First Job after Training to Present Job; and (U) Alumni Cost-Benefit Computations. (For related document, see AA 001 054.) (DB)

**ED 067 525** AA 001 056
**Local District Results: Michigan Educational Assessment Program.**
Michigan State Dept. of Education, Lansing.
Pub Date 72
Note—306p.; The fourth report of the 1971-72 series
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—*Academic Achievement, Basic Skills, Educational Finance, *Educational Programs, Elementary Grades, *Program Evaluation, Reading Achievement, *School Districts, *Statistical Data, Teaching Experience, Testing
Identifiers—*Michigan

The 1971-72 educational assessment results from each of the school districts in Michigan are presented. Information on each of the district measures used in the 1971-72 Michigan Educational Assessment Program is presented in two ways. First, a figure is shown that represents the district's "score" on each measure. For example, the average "years" of teaching experience, the average instructional expense (in dollars) per pupil and the average reading score of each district are shown. Second a percentile rank is shown for each measure except the basic skills achievement measures. This percentile rank indicates how each district fared in relation to the state's other districts. Information about each district's composite achievement is presented in a third way. Decile distributions are included to show the number of each district's fourth and seventh grade pupils earning composite achievement scores in each tenth of a statewide ranking of pupil scores. These decile distributions show what number of each district's pupils fell into each of ten general achievement levels. Statistical terms used in this report are defined in Appendix A . Appendix B contains definitions of the educational assessment measures and Appendix C contains a list of the county code numbers used as a part of the identification of local school districts. (Author/CK)

# AC

**ED 067 526** 08 AC 012 800
*Darden, Douglas W. Bertrand, Alvin L.*
**Tuning In On Rural Louisiana: A Survey of Adult Radio Listening and Television Viewing Habits.**
Louisiana State Univ., Baton Rouge. Cooperative Extension Service.
Pub Date Feb 71
Note—22p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Community Surveys, *Mass Media, News Media, Radio, *Rural Education, *Surveys, Television, *Television Surveys

Study was undertaken to obtain information on use rural Louisianians make of radio and television, and to determine the part various mass media play in lives of rural people. Information was solicited from 25 households within each of 12 parishes in the state. Total number of persons sampled was 600. Cultural background, economic enterprises in parishes, relationship to metropolitan centers were factors considered. Results show women spend more time watching TV than men; income is not significant; the young and old are most avid TV and radio fans; and Negroes devote more time to radio and TV than whites. Most important mass media source of homemaking and agricultural information was magazines, of local, national and international news was TV. Study implies that more work should be done on television to reach more of rural population. [Two graphs showing data collected are of marginal legibility.] (NF)

**ED 067 527** 08 AC 012 802
*Griffin, Virginia R.*
**Thinking About a Graduate Program in Adult Education: (No. 1) Alternative Philosophical Positions; (No. 2) Alternative Starting Points For Organizing The Program into Courses.**
Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.
Pub Date 71
Note—29p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, Comparative Analysis, Course Organization, *Educational Philosophy, Educational Theories, *Graduate Study
Identifiers—Canada, *Ontario Institute for Studies in Education

Two position papers on graduate programs in adult education are presented. The first clarifies alternative positions which the Ontario Institute faced and illustrates the differences by means of charts. An explanation is given for the choice of a pluralistic rather than a singularistic alternative.

The second paper lists alternative starting points for organizing a graduate program of adult education. The purpose is to sharpen thinking about starting points, develop clearer rationales for graduate programs, and articulate to students frameworks for thinking about the field. No attempt is made to suggest consequences of each system or conclude which is best. (Author/NF)

**ED 067 528** 08 AC 012 804
*Pinkham, Richard C.*
**Commerce Supervisory Course: Discussion Guide. Duties and Responsibilities of a Supervisor.**
Department of Commerce, Washington, D.C.
Note—51p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Decision Making, Leaders Guides, Problem Solving, Supervisory Activities, *Supervisory Methods, *Supervisory Training
Identifiers—*Department of Commerce
Attempts to develop an appreciation of the first-line supervisor's job and his responsibilities to management, to his worker-subordinates, to his peers, and to himself are presented. In particular this document studies the making of decisions, and discusses do's and dont's of face-to-face problem-solving with a subordinate. A movie film brings out typical decision-making defects of supervisors and shows how these defects can hinder their job performance and jeopardize chances for promotion. (Author/NF)

**ED 067 529** 08 AC 012 805
*Bella, Daniel E.*
**Commerce Supervisory Course: Discussion Guide. The Leadership Role.**
Department of Commerce, Washington, D.C.
Note—55p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavior, *Leaders Guides, *Leadership Qualities, Leadership Training, Management Development, Supervisory Methods
Identifiers—*Department of Commerce
This guide defines and shows the need for leadership; its types and qualities are discussed. Indicators of poor leadership are listed, and suggestions for improvement are given. Synopses of 16mm movie films on "The Challenge of Leadership" and "Styles of Leadership" are presented. Current data conclude that an effective manager is sensitive, flexible, tolerates uncertainty, and behaves according to his own personality and value system. (Author/NF)

**ED 067 530** 08 AC 012 806
*McCaw, Edward A.*
**Commerce Supervisory Course: Discussion Guide. Theories of Supervision.**
Department of Commerce, Washington, D.C.
Note—32p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Leadership Training, *Management Development, Management Education, *Supervisory Methods, *Supervisory Training
Identifiers—*Department of Commerce
The contributions of Frederick W. Taylor, Henri Fayol and Elton Mayo to the development of current concepts of supervisory theory are outlined. Ten newer concepts of management, with graphics, provide the supervisor with an opportunity to formulate his own personal theory. Suggested bibliography for supervisors is given. (Author/NF)

**ED 067 531** 08 AC 012 807
*Osburn, Jack W., Jr.*
**Commerce Supervisory Course: Discussion Guide. Conference Leadership.**
Department of Commerce, Washington, D.C.
Note—73p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Conferences, Institutes (Training Programs), *Leaders Guides, *Leadership Qualities, *Leadership Training, Management Development, Supervisory Methods, Workshops
Identifiers—*Department of Commerce
This guide discusses recognition of common conference faults, their causes and how to correct them; proper planning for the conference; the use of good conference techniques; better understanding of how to handle conferees. Section titles are: Why Have a Conference; Planning and Organizing a Conference; Conducting the Conference; Class Exercises in Conference Leadership. A selective bibliography on conference leadership is given. (NF)

**ED 067 532** 08 AC 012 808
*Bell, Karl E.*
**Commerce Supervisory Course: Discussion Guide. Merit Promotion Program.**
Department of Commerce, Washington, D.C.
Note—38p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Evaluation, Leaders Guides, *Merit Rating Programs, Personnel Evaluation, *Promotion (Occupational), Questionnaires
Identifiers—*Department of Commerce
An analysis is made of the Federal Merit Program, with emphasis on its applicability at Department of Commerce, and suggestions to session leader for discussion of problem areas are given. A series of graphics further illustrates the program. Handouts include a Merit Promotion Questionnaire, an article on the program's history and a Merit Promotion Interest Statement form for Department of Commerce employees. (NF)

**ED 067 533** 08 AC 012 809
*Hermes, J. Gordon And Others*
**Commerce Supervisory Course: Discussion Guide. Grievances.**
Department of Commerce, Washington, D.C.
Note—34p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Grievance Procedures, Leaders Guides, Leadership Training, *Supervisory Activities, *Supervisory Methods
Identifiers—*Department of Commerce
Grievance procedures of the Department of Commerce are described and suggestions to the supervisor for dealing with these problems are given. Graphics and handouts point up highlights of complaints procedure and include checklist of steps for supervisor to take. (NF)

**ED 067 534** 08 AC 012 810
*McCaw, Edward A. And Others*
**Commerce Supervisory Course: Discussion Guide. Overcoming Resistance To Change.**
Department of Commerce, Washington, D.C.
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Change Agents, Changing Attitudes, *Employee Attitudes, Leaders Guides, *Supervisory Activities, Supervisory Methods
Identifiers—*Department of Commerce
Reasons for employee resistance to change are listed and described. Six steps for the supervisor to take to initiate change are listed and described. Graphics and handouts list reasons for resistance to change and steps to bring about change in work groups. (NF)

**ED 067 535** 08 AC 012 811
**Commerce Supervisory Course: Discussion Guide. Labor-Management Relationships.**
Department of Commerce, Washington, D.C.
Note—41p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Arbitration, *Employer Employee Relationship, Federal Government, *Government Employees, *Unions
Identifiers—*Department of Commerce
A history of and growth of labor-management programs, issues in labor-management relations, and methods of dealing with union representatives are discussed. Several graphics and handouts illustrate labor-management problems. A glossary of related terms and bibliography are included. (NF)

**ED 067 536** 08 AC 012 812
*McDonald, Miller And Others*
**Commerce Supervisory Course: Discussion Guide. Guidelines, Objectives.**
Department of Commerce, Washington, D.C.
Note—92p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Strategies, Federal Government, *Government Employees, *Leaders Guides, Leadership Training, Supervisory Training
Identifiers—*Department of Commerce
Guidelines for the complete Commerce Supervisory Course are presented. The four unit headings in this guide are: Introductory to Supervision, Personnel Management for Supervisors, Individual and Group Performance, and Supervisory Operational Activities. (NF)

**ED 067 537** 08 AC 012 814
*Verma, Satish*
**A Conceptual Framework for Determining Training Needs of Extension Agents Applied to Dairy Science. The Findings from Extension Studies.**
Pub Date Dec 71
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adult Educators, *Agricultural Personnel, *Educational Needs, Educational Planning, *Extension Agents, Extension Education, *Rural Extension
A summary of an Extension Education dissertation on a study to develop a framework of curriculum and learning theory features, to determine needs of Extension agents, and to show its application to dairy science is presented. Tyler's rationale for deriving educational objectives (curriculum theory) and Bloom's taxonomy of cognitive behavior (learning theory) were used in the study. Data were collected from 20 Extension agents engaged in dairy work in Louisiana, five state specialists in dairy and veterinary science and 86 dairymen over the state. Data was analyzed on agent cognitive ability and relative work value of dairy science concepts. Views of agents and specialists were compared to the extent of congruence. Conclusions and suggestions for further study were important. (NF)

**ED 067 538** 08 AC 012 816
**General Management Training Center.**
Civil Service Commission, Washington, D.C. Bureau of Training.
Pub Date Apr 72
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Government Employees, Leadership Training, *Management Development, Management Education, Public Administration Education, *Training
A description of the courses and seminars given by the General Management Training Center of the U. S. Civil Service Commission to provide training opportunity for managers working in Washington metropolitan area at all levels of government is given. Categories of courses are: Entry Level Training; Supervisory Training; Management Training; Executive Training; Legal, Legislative and Civil Rights Training; and Science and Engineering Training. Its administration is described and names of its professional staff are listed. (NF)

**ED 067 539** 08 AC 012 817
*Kirby, Edwin L.*
**The Right to Participate in Extension Programs.**
Pub Date May 71
Note—11p.; Paper presented to University of Wisconsin Extension Faculty as part of Spring Symposium on "Human Rights--The Contemporary Scene" (May 19, 1971)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adult Educators, *Agricultural Education, *Agricultural Personnel, Educational Needs, *Extension Agents, *Trainers
This paper discusses the national trend for expansion of Extension programs emphasizing national issues receiving priority attention. It emphasizes a need for program balance and realism, and the obligation to provide educational assistance to all segments of society. Representation on committees to help determine programs is considered a must for volunteer motivation. Fuller utilization of total university resources through the Cooperative Extension Service is reported to be a significant development. It is emphasized that decisions to organize, to staff and meet pressing needs within a State are best decided within that State rather than at the national level. Continuing emphasis on agricultural needs, environmental quality improvement, and people problems is pointed out. (NF)

**ED 067 540** 08 AC 012 820
*Phillips, Louise E., Ed.*
**The Continuing Education Unit: A Compilation of Selected Readings.**
Georgia Univ., Athens. Georgia Center for Continuing Education.
Pub Date Jul 72
Note—49p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, Conference Reports, *Educational Experiments, *Educational Philosophy, *Educational Strategies, Organizations (Groups)
A compilation of readings by professional educators on aspects of the Continuing Education Unit, a new measurement concept for noncredit continuing education, is given. An Interim Statement of The National Task Force to Study the Feasibility and Implementation of a Uniform Unit

for the Measurement of Non-Credit Continuing Education Programs is presented. This statement resulted from a conference held in Washington, D. C. in July, 1968, with thirty-four organizations interested in identifying, measuring, and recognizing effort in continuing education participating. These organizations are listed. (NF)

**ED 067 541** 08 AC 012 834
**Report of the Department of the Army Board to Review Army Officer Schools. Volume I. Summary And Recommendations.**
Department of the Army, Washington, D.C.
Pub Date Feb 66
Note—149p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-743 251, MF $0.95, HC $3.00)
**Document Not Available from EDRS.**
Descriptors—*Educational Environment, *Educational Needs, Educational Programs, Military Training, *Officer Personnel, Planning, Program Evaluation, Teaching Conditions
The purpose of the Board was to determine adequacy and appropriateness of current Army school system and education and individual school training of Army officers in light of responsibilities confronting military establishment for the foreseeable future and to recommend changes in academic program during the next decade to make greatest contribution to the discharge of those responsibilities. The study examines present system for education and training of Army officers of all components from time of commissioning until retirement at service schools, service colleges, and civilian educational, commerce, and industrial institutions; evaluates system against background of current and projected world and defense environment, the technological explosion, and military requirements across total spectrum of conflict; and recommends such change in system as are appropriate for the period 1966-1976. (Author/NF)

**ED 067 542** 08 AC 012 835
**Report of the Department of the Army Board to Review Army Officer Schools. Volume II. Description of Current Educational and Training Systems.**
Department of the Army, Washington, D.C.
Pub Date Feb 66
Note—258p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-743 252, MF $0.95, HC $3.00)
**Document Not Available from EDRS.**
Descriptors—Armed Forces, Educational Programs, *Foreign Countries, *Industrial Education, Military Personnel, *Military Training, *Officer Personnel
The current system for the education and training of Army officers and the education and training throughout the Department of Defense, in industry, and in foreign armies are described. (Author/NF)

**ED 067 543** 08 AC 012 836
**Report of the Department of the Army Board to Review Army Officer Schools. Volume III. Analysis of Current Army System of Officer Schooling.**
Department of the Army, Washington, D.C.
Pub Date Feb 66
Note—426p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-743 253, MF $0.95, HC $6.00)
**Document Not Available from EDRS.**
Descriptors—Educational Needs, Evaluation Techniques, *Military Schools, *Military Training, *Officer Personnel, *Program Evaluation
Volume III with its appendixes analyzes critically many different facets of officer education and training. It starts from the factual base of the current Army Schooling system established in Annex B of AD-743 252 and takes cognizance of schooling programs in other public and private sectors. It attempts to take the long view of officer education and training and to weigh the adequacy of the present system in various areas to meet the challenges which will face the Army during the next decade. (Author/NF)

**ED 067 544** 08 AC 012 837
**Report of the Department of the Army Board to Review Army Officer Schools. Volume IV. Glossary, Index, Distribution.**
Department of the Army, Washington, D.C.
Pub Date Feb 66
Note—28p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-743 254, MF $0.95, HC $3.00)
**Document Not Available from EDRS.**
Descriptors—*Glossaries, Indexes (Locaters), *Military Training, *Training
Volume IV contains a glossary of abbreviations, a subject index, and errata sheet, and a distribution list relating to the subject of military training. (Author/NF)

**ED 067 545** 08 AC 012 838
*Klevins, Chester, Ed.*
**Materials & Methods In Adult Education.**
Pub Date 72
Note—381
Available from—Klevens Publications Inc., 6500 Kelvin Avenue, Canoga Park, California 91306; 200 West 20th Street, New York, New York 10011
**Document Not Available from EDRS.**
Descriptors—*Adult Education, *Curriculum Development, *Instructional Materials, *Program Development, *Teaching Methods
A series of writings, by approximately 35 leaders in the field of adult education, is printed. Contents are divided into five sections: Curriculum Development; The Instructional Process; New Aids To Learning; Staff Development; Adult Education: Resourceful Program Development. Questions and Exercises and Bibliography are given. (NF)

**ED 067 546** 08 AC 012 839
*Ferracuti, Franco Giannini, Maria Cristina*
**Manpower and Training in the Field of Social Defence: A Commentary and Bibliography.**
United Nations Social Defence Research Inst., Rome (Italy).
Pub Date 1 Jul 70
Note—160p.; Publication 2
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Bibliographies, *Correctional Rehabilitation, Crime, Institutional Role, International Organizations, *International Programs, *Manpower Development, *Policy Formation, *Training
Identifiers—*United Nations
The work of the United Nations Social Defence Research Institute in the area of manpower and training to develop policy and practice for crime prevention and treatment of offenders is described. A bibliography of 1,444 items is included. (NF)

**ED 067 547** 08 AC 012 841
*Hall, Budd L. Kassam, Yusuf*
**Studies in Adult Education.**
Dar es Salaam Univ. (Tanzania). Inst. of Adult Education.
Pub Date Feb 72
Note—45p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, Educational Finance, *Foreign Countries, Literacy Education, Program Evaluation, Reading Materials, Rural Areas, *Testing, *Volunteer Training
Identifiers—*Tanzania
In support of a national literacy campaign in Tanzania, a report based on information supplied by District Education Officers at the Kivukoni Seminar in January, 1972, is given. Three major sections are: Follow-Up Reading Materials And The Training Of Voluntary Teachers; The Cost Of University Adult Education; The Evaluation Of Wakati Wa Furaha (A campaign focusing on Tenth Anniversary of Independence). Results show that the campaign is reaching the intended audience (rural population) and that the programs have drawn people from a wide range of ages. To date results of testing have come from five sample groups. Mean scores from all groups on pre-test was 67%. After campaign the mean rose to 80%, a gain of 13%. There is some evidence that people learn from this type of campaign. (Author/NF)

**ED 067 548** 08 AC 012 843
*Alexander, Frank D.*
**An Examination of the Personnel Function in New York Cooperative Extension.**
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.; State Univ. of New York, Ithaca. Coll. of Home Economics at Cornell Univ.
Report No—SUNY-SR-13
Pub Date Feb 68
Note—58p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Decision Making, *Extension Agents, Government Employees, *Management, Personnel Management, State Officials, *Training Objectives, *Training Techniques
Findings, based on viewpoints and suggestions from New York Cooperative Extension administrative staff, regarding the personnel function now under the direction of Associate Director in charge of management and operations are summarized. On the basis of findings, suggestions for discussion and decision making regarding this function are given. Major chapter headings include: Major Activities of the Extension Leaders-Personnel; Perceptions of Extension Leaders-Personnel Regarding What Should Be Done; Points of View of Director, Associate Directors, Assistant Directors, and Selected Program Leaders; General Perception of a Personnel Office; Supplementary Material. (Author/NF)

**ED 067 549** 08 AC 012 844
*Alexander, Frank D.*
**Relevance to Their Jobs of Topics Taught in Early Training School for New Agricultural Agents: An Evaluation.**
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.; State Univ. of New York, Ithaca. Coll. of Home Economics at Cornell Univ.
Report No—SUNY-SR-20
Pub Date Dec 68
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Agricultural Personnel, Communication (Thought Transfer), *Evaluation, Evaluation Methods, *Extension Agents, Participant Satisfaction, *Program Evaluation, *Success Factors, Training
A report concerned with one aspect of evaluation carried out at 1968 Early Training School for New Agricultural Agents is given. The emphasis of the evaluation is on the relation of training offered to jobs which agents had been or were currently performing. Subject headings include: Relevance of Topics Taught to Their Jobs as Seen by Trainees; Jobs on Which Received Help as Seen by Trainees; Appendix: Tabulation of Data for Relation of Training to Jobs. Forty jobs were classified under six major categories, and the number of times a topic had the highest frequency of listing for jobs under each of six major categories was indicated. Results show basic communication stands out as topic offered in training school which agents considered significantly helpful to them for performing jobs which they had done in the past two years. (NF)

**ED 067 550** 08 AC 012 845
*Anderson, Martin G. Catalano, Ralph A.*
**MIDNY -- Case Study #2: An Effective Process for Rural Planning.**
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Pub Date 1 Aug 72
Note—26p.; Paper presented to third annual meeting of Community Development Society (Colunbus, Ohio, August 1, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Case Studies, Community Planning, Community Programs, *Community Resources, Organizations (Groups), *Pilot Projects, *Planning, *Rural Areas
This study documents findings concerning rural planning of the six-year MIDNY pilot project in community resource development. Subject headings are: Setting; Planning For Rural Areas (Background); Rural Planning Lessons From The Central N. Y. Experience. Results show that no organization or agency working alone can be as effective as several working together. Experience indicates that rural concerns can be meshed into institutionalized planning process and that more significant reforms, such as developing new planning processes and including non-traditional planners on planning staffs, may be possible. (Author/NF)

**ED 067 551** 08 AC 012 846
*Anderson, Martin G.*
**MIDNY -- CASE STUDY #11: Testing the MIDNY Project Pilot Results in the Greater Egypt Region of Southern Illinois.**
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.; State Univ. of

New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Pub Date Jul 72
Note—34p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Case Studies, *Community Development, *Community Resources, *Pilot Projects, Program Evaluation, *Regional Planning, Testing
Identifiers—*Illinois

Results of a six-year pilot program in community resource development, carried out in the five-county Central New York planning region are summarized. The program, administered by New York Cooperative Extension, involving Extension Service of U. S. Department of Agriculture and Colleges of Human Ecology and Agriculture and Life Sciences at Cornell University, utilized community education regionally to improve effectiveness of comprehensive regional planning and development. The program was scrutinized closely and evaluated thoroughly on several occasions. Much of the final year was devoted to analyzing and projecting program results. This study reports on one aspect of this evaluation - testing the program's experience for transferability to other regions. Conclusions are reported from: (1) impressions of the transferability of MIDNY's experiences, (2) implications to New York State Cooperative Extension, and (3) suggestions to the Ad Hoc Committee on Regional Development in the Greater Egypt Region of Southern Illinois. (Author/NF)

**ED 067 552** 08 AC 012 851
*Parker, Lorne Arnold*
**A Study Comparing the Effects of Compressed Speech Programs with That of Normal Speech Programs Transmitted Via the Educational Telephone Network (ETN) to Professional Adults throughout the State of Wisconsin.**
Pub Date May 72
Note—220p.; A thesis submitted to Graduate School of University of Wisconsin for degree of Doctor of Philosophy
Available from—University Microfilms, Ann Arbor, Mich. (no price quoted)
**Document Not Available from EDRS.**
Descriptors—*Adult Education, *Listening, Listening Comprehension, Listening Tests, Professional Continuing Education, *Telephone Instruction, *Testing

This study compares the effects of a compressed speech program transmitted via the Educational Telephone Network (ETN) system on various professional adult groups throughout Wisconsin with that of a program transmitted at normal speech. It is concerned with the noise source, receiver and destination aspects of the Shannon Weaver communication model; and the relationship of compressed speech lectures transmitted via the ETN system are discussed using the Shannon-Weaver theory. A total of 206 students enrolled in two continuing educational programs, Library Science and Venereal Disease and Society, are used. Each lecture was taped twice. The normal version of the tape was recorded at approximately 125 wpm. and the compressed version was recorded at 275 wpm. Conclusions are listed. (Author/NF)

**ED 067 553** 08 AC 012 852
*Mathis, Ronnie R.*
**An Evaluation of the Effectiveness of the 4-H TV Science Project in Jackson County.**
Pub Date 71
Note—53p.; Submitted as partial requirement for course credit in Agricultural Extension
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Television, Elementary Grades, *Extension Education, Program Evaluation, *Science Instruction, Science Programs, *Televised Instruction, Tests

This study evaluates the effectiveness of a 4-H TV Science Club Project Series, in Jackson County, Georgia, conducted in January, 1970, by the Georgia Cooperative Extension Service for upper elementary school age students in Georgia. Its objectives are: (1) To obtain information useful to Extension personnel and others interested in planning and improving new and existing programs; (2) To indicate patterns of participation for different age levels; and (3) To indicate television's potential as a general teaching tool. All science teachers in Jackson County conducted pre- and post-tests and adopted programs as part of their science curriculum. Programs were discussed in class following non-school viewing, and students reported on activities related to project. It was determined that television can be used effectively in teaching science and helping students and parents to become more familiar with 4-H Club work. Students in lower grades were more favorable to programs than those in higher grades. (Author/NF)

**ED 067 554** 08 AC 012 853
*Martin, McKinley C. And Others*
**A Handbook for Adult Basic Education Teacher Trainers.**
Pub Date [72]
Note—135p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Adult Basic Education, *Adult Education, *Adult Education Programs, *Adult Educators, Federal Programs, Illiterate Adults, Instructional Materials, *Literacy Education, Teacher Education, Teaching Guides, *Trainers

This handbook was written as a tool to acquaint teachers and trainers with the numerous existing programs to train the under-educated adult. Part I: People and Programs deals with looking at clients in Adult Basic Education programs and becoming acquainted with some Federal efforts in the field. Part II: Approaches to Teaching the Undereducated deals with some approaches to teaching those clients identified in Part I. Part III: Material Preparation deals very lightly with the making of materials. (Author/NF)

**ED 067 555** 08 AC 012 854
*Koontz, Donald H. Wallerstedt, Jane*
**Program of Education for Community Coordination and Action in Warren County: What Kind of a County Do We Want Warren County To Be?**
Simpson Coll., Indianola, Iowa. Sociology and Anthropology Dept.
Spons Agency—Iowa Community Services, Des Moines.
Pub Date Oct 71
Note—78p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Action Programs (Community), *Citizen Participation, *Community Action, *Community Attitudes, Community Coordination, Community Planning, County Programs, Improvement Programs, Problem Solving

A program initiated by Simpson College and assisted by a committee of representatives from Warren County, Iowa, to assist the population of the County to understand their community and its problems and set priorities in meeting these problems is reported. Two hundred key leaders, representative of the geographic, educational, economic, religious, and social segments of the county attended a minimum of four educational sessions. These were titled: Warren County Looks at the Needs and Resources of the Greater Metropolitan Area; A Look at Warren County's Needs and Resources; How Do We Get the Job Done?; Workshop on Goals and Priorities. County needs, in order of importance, are listed. The project was considered successful and valuable both to community and to the college. (Author/NF)

**ED 067 556** 08 AC 012 857
*Anderson, Thomas H.*
**A Survey of Time Required to Complete Undergraduate Courses by Correspondence Students and by Residence Students.**
Pub Date 71
Note—20p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Students, *Comparative Analysis, Correspondence Courses, Data Collection, Higher Education, Resident Students, School Surveys, *Student Attitudes, *Surveys, *Time Factors (Learning)

A survey method of research was used to collect data from correspondence and residence students at the University of Illinois concerning their present courses. Results indicate that the time required to prepare lessons for a correspondence course is approximately equal to that required for residence students. The major exception to this finding is in the humanities area where preparation for correspondence study is somewhat greater. Ratings from correspondence students show the courses to be, on the average, interesting and rather difficult. Difficulty in a course seemed to be more a function of the amount of writing required by the lessons than by whether the course was interesting or not. (Author/NF)

**ED 067 557** 08 AC 012 858
*Anderson, Thomas H. York, Scott B.*
**Characteristics of Extramural Students in a Large Midwestern University.**
Illinois Univ., Urbana. Div. of Univ. Extension.
Pub Date 71
Note—22p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Students, *Educational Demand, *Educational Interest, Enrollment, Extension Education, Higher Education, *School Surveys, *University Extension

A survey method of investigation was used to compare characteristics of students taking extramural classes in 1960 with those in 1971. A sample size of approximately 2,500 students is represented in the statistics. It was found that the percentage of students taking undergraduate courses had dramatically declined since the 1960 survey, while the percentage of graduate students had almost doubled. Also, a larger percentage of urban students and of female students was reported in 1971 than in 1960. The annual mean salary of students in 1971 was $11,526, approximately double that of students in 1960. The 1971 students were more inclined to take courses for (1) advancement and (2) to improve performance, and less inclined to take courses (1) to become better citizens, (2) for personal satisfaction, (3) for advanced degrees, or (4) for teachers certificates, than were the 1960 students. (Author/NF)

# CG

**ED 067 558** CG 007 256
**1971 Texas Achievement Appraisal Study.**
Texas Education Agency, Austin.
Pub Date May 72
Note—111p.; A Needs Assessment Report
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Achievement Rating, Demography, *Educational Improvement, *Educational Quality, *High School Students, Seniors, Socioeconomic Status, *Test Results
Identifiers—Texas American College Test

This study represents part of an effort to assess the educational needs of Texas pupils. Based on a 1967 replication study of 69,000 Texas high school seniors, the report describes demographic information and test scores on the American College Test (ACT). The report was designed to assist educational leaders in improving the quality of Texas elementary and secondary public schools. The same version of the ACT battery and pupil information questionnaire were administered as had been in 1967. Although the validity question arising from the change in student attitude toward testing sharply constricts interpretation of changes in the ACT scores obtained, the following conclusions are supported by both the 1967 and 1971 data: (1) the scores of over half of the Mexican American and Black seniors were below the lowest quartile for the Anglo seniors; and (2) the higher the socioeconomic status of the seniors' families, the higher the scores. (Author/WS)

**ED 067 559** CG 007 351
*Barker, Harry And Others*
**An Analysis and Assessment of the Effects of an Exploratory Orientation Program for Tenth Grade Vocational-Technical Pupils as Compared with a Traditional Approach.**
Alabama Univ., Huntsville.
Pub Date 71
Note—35p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Choice, Career Education, Experimental Programs, *Occupational Choice, *Orientation, School Orientation, *Technical Education, *Vocational Education

This paper analyzes and assesses the effects of an exploratory orientation program for tenth grade vocational-technical pupils as compared with a traditional approach. The Hazelton Pennsylvania Vocational-Technical School has been placing a greater emphasis on students making more mature vocational-technical career decisions since its opening. A problem existed in developing an intensive orientation program of

basic skills necessary for success in occupational choice. This was requested because of the significant percentage of students who were underachievers, lacking in basic subject matter skills. It was felt that all tenth grade pupils entering the school should experience success in this program prior to committing themselves to career choices. The purpose of this study was to investigate the possible cause-and-effect relationship of exposing all tenth-grade pupils (Experimental Group) to a treatment condition (Orientation Program) and compare the results to a control group of eleventh grade pupils. The research conducted to test the effectiveness of the experimental teaching program led to the conclusion that the experimental teaching program was significantly superior to the conventional teaching program.

**ED 067 560** CG 007 353
*Bernabei, Raymond Case, James*
**Career Awareness/Job Orientation VIA Taped Television Programs. Experimental Study.**
Bucks County Public Schools, Doylestown, Pa.; Nevada Southern Univ., Las Vegas.
Pub Date May 72
Note—43p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Planning, Elementary School Students, Employment Opportunities, Evaluation, Jobs, Junior High School Students, *Technical Education, *Vocational Education, *Work Attitudes

This paper describes an attempt by the Hazleton, Pennsylvania School District to better utilize its vocational-technical education facilities through attracting more students to this area of educational endeavor. Two programs were provided for the purpose of developing a more positive attitude about work in children, and particularly about selected job areas. A "Job Awareness/Career Awareness" program was set up for elementary students (grades 4, 5, 6) and a "Job Orientation" program (grades 7, 8, 9). A means for carrying out the intention of the Hazleton School District was the use of taped television presentations about selected job areas at the two levels of job awareness/career awareness and job orientation. An attempt was made to determine the effectiveness of the taped programs in developing more positive attitudes of students toward selected careers. The experimental program was generally evaluated as a success. There was conclusive evidence that the program effected a change in the attitudes of the students. (Author/WS)

**ED 067 561** CG 007 354
*Billings, Zilpha W.*
**The Self-Selection Classroom - Does It Really Work?**
Flynn and Thayer Elementary School, Burlington, Vt.
Pub Date 72
Note—12p.; Paper presented at the National Association of Elementary School Principals Convention, April 8-13, 1972, Miami Beach, Florida
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Changing Attitudes, *Educational Innovation, *Elementary School Curriculum, *Innovation, Social Change

This paper presents a concise description of procedures used by one teacher to move from a teacher-directed to a child-centered classroom and how this Self-Selection method has made it possible for many American schools to affect a successful transition from the traditional to the open classroom. At the present time, hundreds of teachers throughout Vermont and the United States are involved in varying degrees of Self-Selection. From these people many new approaches, ideas and problems have been generated. A number of the more popular ideas are presented. In addition, several problems which have appeared with this approach are discussed. Among these problems is that of helping the public understand the new role of the teacher and the student. (Author/BW)

**ED 067 562** CG 007 355
*Bingham, Ronald D.*
**The Application of Promising Counseling Approaches in Various Educational Settings.**
Pub Date Mar 72
Note—11p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Counseling Centers, *Counseling Effectiveness, *Counseling Services, Counselor Attitudes, *Counselor Characteristics, *Innovation, Pupil Personnel Services, Student Personnel Services

The purpose of this paper is to highlight the need for aggressive innovation and to focus upon selected counseling approaches which appear to the author to have merit in meeting clients' needs. The need for different or innovative counseling is evident when one considers such problem areas as low achievement, the dropout rate, and increasing social disintegration as indicated by drug abuse, suicide, and other negative behaviors. The following problems should be dealt with: (1) Counselors must attempt to work with those who are most in need of assistance. Efforts should be made to staff counseling centers with counselors from a variety of cultural and personal backgrounds. Counselors should become aware of their biases and work toward overcoming them; (2) Counselors must attempt to communicate understanding. Interest and concern should be shown to clients; (3) Counselors should be accessible to students. Outreach centers and 'walk in' centers should be available; (4) Counselors should be available to adults; (5) Counseling should emphasize prevention. This may be done through exemplary programs, the use of play therapy or working to improve interpersonal skills; (6) Group counseling should be emphasized. The author concludes that counseling is less pervasive than he would like it to be. Present approaches should be improved through a balance between existing methods and innovative practices. (Author/WS)

**ED 067 563** CG 007 361
*Bonner, Don Maxwell, Roy*
**Peer Led Process Groups in Freshman Orientation.**
East Central State Coll., Ada, Okla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 72
Contract—OEC-6-71-0521-509
Note—11p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1971, Chicago, Illinois
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Environment, *College Freshmen, *College Students, Group Activities, *Group Dynamics, Group Relations, Groups, Group Structure, *Orientation, Peer Groups, Self Directed Groups, Students, Youth Leaders
Identifiers—College and University Environment Scale

The basic purpose of this study was to explore the effectiveness of using trained peers to lead small process groups in freshman orientation. The College and University Environment Scale (CUES) was the basic instrument used to determine whether perceptions of the college campus climate differed after an alternate freshman orientation program. Subjects were 250 college freshmen enrolled in a freshman orientation program in Oklahoma. The findings indicated that the experience of participating in a small group led by a trained peer did not change the perceptions of the freshman in such a way as to be observed on the CUES. The conclusion was reached that the attempted orientation procedures did not make a significant difference on the variables of freshman life as measured. The need to consider the results of this study with the purpose of ongoing evaluation of programs was recommended. (Author)

**ED 067 564** CG 007 363
*Brown, Jeannette A. MacDougall, Mary Ann*
**Consulting for Improved Self Perceptions of Elementary School Children.**
Pub Date Mar 72
Note—26p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Consultants, *Consultation Programs, *Counseling Services, Counselor Functions, Counselor Role, *Elementary School Counselors, *Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior, Teacher Experience

This paper investigated the consulting role of the elementary school counselor. A six-week training program was instituted which allows teachers to examine their own classroom behaviors through observing and analyzing videotapes. An evaluation of the program impact on the pupil population indicated significant and positive mean gains in self perceptions. In addition, an examination of the relationships of teacher perceptions of pupils to six pupil characteristics (socio-economic status, sex, race, peer acceptance, intelligence, perceptions of self) suggested: (1) Teachers are influenced by the socio-economic status of the child; (2) a teacher's style of interaction teaches children how to perceive their classmates; (3) teachers are not generally influenced by a child's race or sex; and (4) teachers and pupils tend to agree on perceptions of school work tasks, but no such congruence was observed for social skill tasks. (Author/WS)

**ED 067 565** CG 007 368
*Burns, Martha A. Hartsock, Linda S.*
**Hope for the Future: Organizational Development Through Human Development.**
Pub Date Mar 72
Note—18p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administration, *Administrative Change, Administrative Organization, Group Structure, *Human Development, *Organization, *Organizational Change, *Program Development, School Expansion, School Organization, Social Structure

Organizational effectiveness must rely above all else on the development and interaction of human beings within the organization's context. This basic premise set the stage for a joint research project on institutions of higher education which was completed in 1971. The researchers examined institutions from the perspective of members of administrative councils, faculty senates, and student governments. These subgroups' and institutions' organization dynamics (i.e. goal focus, communication adequacy, power equalization, cohesiveness, morale, resource utilization, innovativeness, adaptation, autonomy, and problem-solving adequacy) were found to be contingent on factors of human interaction and development as perceived by those interviewed. Qualities of human development (i.e. autonomy, self-knowledge, values, allocentricism, interpersonal skills, etc.) exhibited by organizational members were closely related to the degree of organizational effectiveness observed. This program will elaborate on these research activities and share more recent work on use of the concepts. Administrators concerned with the question of organizational development in the context of human development will be given some guidelines of self-study, consultation, and educational development models. (Author)

**ED 067 566** CG 007 379
*Doll, Henry C., Harding, Ronald*
**A Human Relations Learning Experience.**
Program for Action by Citizens in Education, Cleveland, Ohio.
Pub Date 71
Note—100p.; Teacher's Guide to Human Relations Education
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Human Relations, Human Relations Organizations, *Human Relations Programs, *Inservice Teacher Education, *Program Descriptions, Student Teacher Relationship, Teacher Attitudes, *Teacher Education, *Teacher Improvement, Teacher Role, Teaching Styles

The program described is concerned with developing an atmosphere and climate in schools which is conducive to personal growth and in which individuals can be open to all experiences and sensitive in their relations with others. Known as the Human Relations Curriculum Development Project, or Project Insight, this program has as its purposes: (1) to train elementary and secondary teachers in human relations teaching methods and techniques, (2) to assist teachers in designing their own human relations curricula, and (3) to support teachers in their classroom efforts. The project uses a multi-media approach, combined with inductive or enquiry-based teaching methodology as a classroom stimulus, to produce the openness of group experience. A description of how the curriculum was developed, a class log reflecting the experience of a teacher who was trained in the project's theories and methods, a description of the teacher-training process, and an outline of the films and games used is also included. (Author/BW)

**ED 067 567** CG 007 393
*Fenske, Robert H. Scott, Craig S.*
**A Comparison of Freshmen Who Attend College in Their Home Community and Freshmen Who Migrate to College.**
American Coll. Testing Program, Iowa City, Iowa.
Pub Date 72
Note—25p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Students, Commuting Students, Demography, *Migration Patterns, *Nonresidential Schools, *Nonresident Students, Resident Students, *Student Mobility
This study of student migration patterns is based on the assumption that an important determinant of change in student migration patterns in recent years has been the increase in the number of two-year colleges. The present study utilizes data which makes possible an analysis of the relationship between student characteristics and their migration to their college of first enrollment. The study contains information about a wide range of personal background variables plus certified data about where students enrolled as freshmen. Comparable data from two independent samples covering a four year span provides an opportunity for viewing the change or stability of the characteristics of migrating students. It was found that students who migrated to college in both 1966 and 1969 were likely to have the following characteristics: better than average ACT Composite Scores; educational expectations at or beyond a bachelor's degree; a rural or suburban home community; a moderate to high family income; no plans to work part-time; little importance placed on low cost as influencing their choice of college and; more than the average number of extracurricular achievements. Students who attended locally were found to have converse ratings in these areas. (Author/WS)

**ED 067 568** CG 007 420
*Jack, Ronald M. Nelson, Don A.*
**Interpersonal Attraction and the Perception of Attitudinal Feedback.**
Purdue Univ., Lafayette, Ind.
Pub Date 72
Note—10p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Attitudes, *Behavioral Science Research, Changing Attitudes, *Feedback, Human Relations, Information Processing, *Interpersonal Relationship, *Perception, Recognition, Response Style (Tests)
One common laboratory manipulation in interpersonal attraction has been the exchange of reinforcements in the form of similar or dissimilar attitude statements. The first impression should influence not only attraction responses and subsequent behavior, but also should influence the perception of subsequent information received in the course of an interaction. The purpose of the present study was to investigate the sequential perception of information received. The factors of expectancy, sequential presentation and context effects were involved in this study. Ninety college students exchanged attitude viewpoints verbally after first receiving written similarity information. Significant effects for attraction and perception of attitudes were found for verbal interaction but not for the prior attitude information. The discussion notes this unexpected result, and several suggestions are offered to explain these results. Limited evidence is seen for the presence of perceptual distortion in this study. (Author)

**ED 067 569** CG 007 426
*Kapes, Jerome T.*
**Using Ninth Grade Information for Tenth Grade Prediction.**
Pennsylvania State Univ., University Park. Dept. of Vocational Education.
Pub Date Mar 72
Note—15p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association, March 25-30, 1972, Chicago, Illinois
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Achievement, High School Students, Prediction, *Success Factors, *Vocational Adjustment, *Vocational Development, Vocational Education
This paper describes a study which was intended to identify those characteristics of ninth grade males which differentiated among the following four tenth grade groups: successful vocational; unsuccessful vocational; successful academic; and unsuccessful academic. The criterion for the findings was composed of four mutually exclusive categories combining variables of course selection and success. The results of the study confirm the hypothesis that successful and unsuccessful students in the academic and vocational curricula differ on many of the characteristics used in the study. Therefore, when discussing characteristics of ninth grade students and their relationship to the vocational vs academic curriculum decision, the distinction between successful and unsuccessful students is useful and necessary. In order to make the study most meaningful to counselors, a number of possible implications which follow from the findings are given: (1) Unsuccessful academic male students may choose the vocational curriculum and become potentially successful vocational students. (2) By increasing the prestige of the vocational program, more students may choose it and be successful in it. (3) Verbal and numerical ability is less necessary for success in the vocational programs than it is in the academic programs. (4) Factors not mentioned in the study are more related to success in the vocational curriculum. (Author/WS)

**ED 067 570** CG 007 430
*Klausner, Karl S.*
**Drug Abuse and the Gifted Child.**
Institute for Social Concerns, Oakland, Calif.
Pub Date 72
Note—8p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Drug Abuse, *Drug Education, Exceptional (Atypical), *Gifted, Narcotics, Need Gratification, *Psychological Needs, Superior Students
This paper explores the gifted child in relation to drugs. The author proposes a curriculum for parents and educators who wish to take steps to guide the gifted child past the drug scene. Factors leading to drug abuse among the gifted were identified by teachers, counselors, and parents attending drug abuse workshops at the 1972 conference of the California Association for the Gifted (CAG). Suggestions are made in the paper for ways of providing challenging situations into which the same energies which lead to drug use can be channeled. The author stresses the importance of knowing the real needs of the gifted child, realizing that these do not include drugs. He also notes the importance of adults in dealing with drug abuse by serving as role models with a commitment and dedication to solving this problem. (WS/Author)

**ED 067 571** CG 007 438
*Levine, Saul V. And Others*
**The Urban Commune: Fact or Fad, Promise or Pipe Dream.**
Toronto Univ. (Ontario).
Pub Date 71
Note—27p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Family (Sociological Unit), *Family Environment, *Family Life, Family Management, Family Programs, Family Relationship, Family Role, *Family Structure, Group Dynamics, Groups, *Group Structure, Permissive Environment
Identifiers—*Communes
This paper focuses its attention on the evolving communes in many North American cities and their members. The purpose was to learn as much as possible about how people live under this one particular set of conditions, the criteria for success or failure of this life style, and the implications for society and the future. This is an impressionistic study, based on direct observation and interviews. In a period of five months, thirty urban communes were visited by at least one of the three authors. Twenty-two were located within the city limits of Toronto, the rest were in Berkeley, Montreal, and New York. Observation on several dimensions were presented. It was found that the majority of the members of the communes studied were of middle class origins, young, and relatively well educated. A number of conclusions are presented by the authors. Among these are that urban communes in their current form do not pose any threat to family life in America. (BW/Author)

**ED 067 572** CG 007 442
*Madden, Martha A. Powers, Glenn F.*
**Some Non-Academic Aspects of International Education.**
Northeast Louisiana Univ., Monroe.
Pub Date [71]
Note—8p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Students, Counseling, *Counseling Programs, Cross Cultural Training, Education, Foreign Relations, *International Education, *International Programs, *Study Abroad, Tourism, Travel
While many authorities apparently agree that international education can make a significant contribution toward furthering world understanding, there also seems to be agreement that some negative aspects of such programs exist. The authors of this paper believe that the non-academic aspects of international education are quite frequently the factors that contribute most significantly to the success or failure of a venture from an academic standpoint. Consequently, it was felt that a report of the experiences of a developing university in exploring international education might be worthwhile. It is stated that non-academic counseling has proved to be essential if an institution is to achieve the desired goals from foreign programs. In addition, it is emphasized that the non-academic aspects of foreign travel loom so large that it might almost be stated that a program of international education is doomed to failure from the start if considerable emphasis is not placed upon the non-academic aspects of counseling. Three cases of actual experiences taken from a travel study program abroad by the senior author are presented. (Author)

**ED 067 573** CG 007 443
*Manicur, Alice R.*
**Status of Professional Women in Higher Education.**
Frostburg State Coll., Md.
Pub Date [69]
Note—7p.; Paper presented at the National Association of School Personnel Administrators Conference, April 9-12, 1972, Denver, Colorado
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adult Education, Colleges, *Females, *Feminism, *Higher Education, Professional Continuing Education, *Professional Recognition, Status, Status Need, Women Professors, *Womens Education, Women Teachers, Working Women
The author presents an historical and cultural analysis of the place of women in society. It is stated that historically women have had to assume an aggressive role to become educated. In addition, as far back as the seventeenth and eighteenth centuries, one finds records which indicate that women had to seek opportunities to study and to learn. The point is made that while on the surface it may appear to some that women willingly accepted a more subservient role in education during the early years of our history, one would need to study the culture and attitudes of the time to understand the many barriers which women had to overcome to be permitted even the minimum opportunities to seek education. The question is asked why it is taking so long for women to be recognized as equals in education. This is followed by a discussion of the major influences upon the Women's Rights movement. The author concludes by emphasizing the importance for women of continuing to work for change and to ensure that institutions be responsive to women's needs. (Author/BW)

**ED 067 574** CG 007 445
*Marple, Betty Lou*
**Counseling Mature Women from Differing Cultures.**
Pub Date Mar 72
Note—14p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Counseling, *Counseling Effectiveness, Counseling Goals, Counseling Services, Counselor Performance, *Educational Development, *Females, Housewives, *Vocational Development
This paper presents a survey of the available research on the counseling of women. It incor-

porates the findings of a sample of women's indications about their needs, goals, attitudes, and where they received or failed to receive counseling in the educational-vocational decision-making process. The writers found that the empirical research tends to deal with feminine stereotypes rather than with changing realities. The authors believe that further work is needed in understanding the use of the Strong Vocational Interest Blank for Women for Counseling, in light of changing life styles for women. The authors also noted that certain writers are working with new trends in feminine life styles which are bringing about changes in women's educational and vocational development. They hope that these will lead to changes in the counseling that women receive, making it more commensurate with their needs. (Author/WS)

**ED 067 575** CG 007 446
*Martin, Diane K.*
**Functions of the Small Consultation Group in Teaching Employment Counseling Skills.**
Pub Date Mar 72
Note—13p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Counselor Training, *Employment Counselors, Occupational Guidance, *Professional Training, Small Classes, *Small Group Instruction, Training, Training Objectives

This paper presents a talk about the functions of a small consultation group in a program at the University of Chicago for teaching employment counseling skills. The small consultation group has served as the home base of this training program. It is the only segment of the program that has met regularly at both the university and the local employment service office. It has been a natural go-between for the university staff and for the employment service staff. The paper discusses seven functions which the small consultation group fulfills in the training program: (1) discussion of classroom lectures; (2) consultation on counseling skills; (3) facilitation of personal growth; (4) study of group process; (5) exploration of how to develop an organization; (6) taking of field trips; and (7) sharing of information. In retrospect, one other function, having a good time in the process of work, was mentioned. The author concludes that her most important goal is for the experience to enlarge the trainee's vision of what is possible in handling and ultimately in creating his own life choices. (WS/Author)

**ED 067 576** CG 007 448
*McClung, Franklin B. Stunden, Alastair A.*
**Mental Health Consultation to Programs for Children. A Review of the Data Collected from Selected U. S. Sites.**
National Inst. of Mental Health, Rockville, Md.
Pub Date Jan 72
Note—68p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Child Development Specialists, *Children, Consultants, *Consultation Programs, Health Programs, Medical Consultants, Mental Health, *Mental Health Programs, Professional Services, Program Design, *Program Development, *Psychiatric Services

The focus of this study was to review and analyze current programs, practices, and procedures of child mental health consultation in order to generate an in-depth, empirically derived, conceptual framework to assist in the development of new programs of training and research in consultation. The design of the study included the collection of data from ten sites within the United States having consultation to agencies serving children as part of their program. This volume contains a review of the literature on mental health consultation, a description of the procedures and the conceptual model used in this study, a summary of the results of ten site visits, and an evaluative analysis of the procedures and philosophy of mental health consultation as currently practiced. Data collection was accomplished by means of interviews utilizing semistructured and open-ended questionnaires investigating the procedures and theories of consultation described in the literature on mental health consultation. (Author)

**ED 067 577** CG 007 455
*Paulson, Patricia*
**Behavioral Aspects of Marijuana Use.**
State Univ. of New York, Stony Brook.
Pub Date Apr 72
Note—24p.; Paper presented at the Annual Meeting of the American College Health Association, April 18-22, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Attitudes, *Behavior, Behavior Patterns, Behavior Problems, *Drug Abuse, *Marihuana, *Narcotics, Social Behavior, Socially Deviant Behavior

This paper examines the behavioral aspects of marijuana use. The focus of the study was to investigate the attitudes and practices toward drugs by users and non-users and the relationship of these attitudes and practices to selected psychosocial factors. A survey instrument in the form of an anonymous questionnaire was developed and administered to a random sample of 164 college students in 1969. Results of the study indicated: (1) there are still numerous unanswerable questions concerning the multiple of variables related to marijuana use; (2) marijuana users cannot be automatically lumped with other drug users; (3) frequency of use may be a significant factor in attitudinal and behavioral variables; (4) the sample one studies may not be valid to generalize from; and (5) in the past few years marijuana has been reaching increasingly younger people who mostly agree that their use will continue. Lastly the author raises a number of legal, medical, psychological, and philosophical questions regarding marijuana use. (Author/WS)

**ED 067 578** CG 007 456
*Pedrini, D. T. Pedrini, Bonnie C.*
**Defense Mechanisms: A Bibliography.**
Nebraska Univ., Omaha.
Pub Date 67
Note—8p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bibliographic Citations, *Bibliographies, Cataloging, Citation Indexes, Documentation, Indexing, *Information Retrieval, *Psychiatry, Psychology
Identifiers—*Defense Mechanisms

This bibliography includes studies of defense mechanisms, in general, and studies of multiple mechanisms. Defense mechanisms, briefly and simply defined, are the unconscious ego defendants against unpleasure, threat, or anxiety. Sigmund Freud deserves the clinical credit for studying many mechanisms and introducing them in professional literature. The vagaries of studying and researching defense mechanisms are many and varied. In terms of rationale, consider mechanisms and the problems of copying vs. defense, instinctual vicissitude vs. defense, dynamic vs. symptom, specific defense vs. general defense, adaptiveness vs. success, basic (first order) vs. complex (second order), major vs. minor, primary gain vs. secondary gain, conscious vs. unconscious, operation unconscious vs. system unconscious, ego boundary vs. ego, etc. Of course, there is more to defense than defense mechanisms. This bibliography ranges from the mid 1930's to the mid 1960's. (Author)

**ED 067 579** CG 007 457
*Pedrini, D. T. Pedrini, Bonnie C.*
**Displacement, Substitution, Sublimation: A Bibliography.**
Nebraska Univ., Omaha.
Pub Date 72
Note—7p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bibliographic Citations, *Bibliographies, Cataloging, Citation Indexes, Documentation, Indexing, *Information Retrieval, *Psychiatry, Psychology
Identifiers—*Displacement, Sublimation, Substitution

Sigmund Freund worked with the mechanisms of displacement, substitution, and sublimation. These mechanisms have many similarities and have been studied diagnostically and therapeutically. Displacement and substitution seem to fit in well with phobias, hysterias, somatiyations, prejudices, and scapegoating. Phobias, prejudices, and scapegoating seem to be related to projection, also. N. E. Miller did analogue-studies of displacement and substitution with rats, combining psychoanalytic and learning principles. The investigations included in this bibliography range from the middle 1930's to the middle 1960'2. (Author)

**ED 067 580** CG 007 459
*Pedrini, D. T. Pedrini, Bonnie C.*
**Identification, Introjection, Incorporation, Internalization: A Bibliography.**
Nebraska Univ., Omaha.
Pub Date 67
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bibliographic Citations, *Bibliographies, Booklists, Cataloging, Citation Indexes, Classification, *Identification (Psychological), Indexing, Information Retrieval, *Personality, *Personality Development, *Personality Theories

Identification, introjection, incorporation, and internalization dealt with the same basic process according to S. Freud. The process has been discussed and researched in many and varied personal-social contexts. There have been two general areas of concern: identification for positive reasons (often called developmental) and identification for negative reasons (often called defensive). The latter is the true Freudian mechanism, triggered in the unconscious ego because of unpleasure, threat or anxiety. Of course, Freud used the concept identification in different ways, as have others during and since his times. Our bibliography emphasizes identification, introjection, incorporation, and internalization as defense mechanisms, and includes studies between the late 1920's and the middle 1920's. (Author)

**ED 067 581** CG 007 462
*Pedrini, D. T. Pedrini, Bonnie C.*
**Reaction Formulation: A Bibliography.**
Nebraska Univ., Omaha.
Pub Date 65
Note—3p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bibliographic Citations, *Bibliographies, *Booklists, Books, Classification, Indexing, Information Retrieval, *Personality, *Personality Theories, Psychopathology
Identifiers—*Reaction Formation

Reaction formation was studied by Sigmund Freud. This defense mechanism may be related to repression, substitution, reversal, and compensation (or over-compensation). Alfred Adler considered compensation a basic process in his individual psychology. Anna Freud discussed some defense mechanisms, and Bibring, Dwyer, Huntington, and Valenstein discussed many, many defense mechanisms. However, little experimental research has actually been done with reaction formation. As with most (if not all) defense mechanisms, it is difficult to include in the investigations both the Freudian conceptualizations and the experimental controls. This bibliography concerns itself with work on reaction formation from the 1930's to the middle 1960's. (Author)

**ED 067 582** CG 007 469
*Roberts, Jean*
**Intellectual Development of Children by Demographic and Socioeconomic Factors. Series 11, Number 113.**
Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Pub Date Dec 71
Note—78p.; Data from the National Health Survey
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Cognitive Ability, Cognitive Development, *Demography, *Elementary School Students, *Intellectual Development, Intelligence, Intelligence Factors, Intelligence Quotient, Intelligence Tests, *Mental Development, Social Factors, *Socioeconomic Background

This is the second report on intellectual development of children 6-11 years of age in the noninstitutionalized population of the United States as estimated from the Vocabular and Block Design Subtest data of the Wechsler Intelligence Scale for Children (WISC) obtained in the Health Examination Survey of 1963-65. It contains findings by selected demographic and socioeconomic variables. Findings were given in terms of raw scores, and scaled scores for each subtest and in the form of deviation IQ's based on the scaled scores for both subtests. Significant differentials in intellectual development were found for all variables considered. The strongest association found for both of these measures of

intellectual development of children was a positive one with the socioeconomic status of the family as determined by either family income or educational level of their parents. Those living in areas showing an above-average increase in population size between 1950 and 1960 rated higher than those in areas of decreasing size. (Author)

**ED 067 583** CG 007 470
*Roberts, Jean Baird, James T.*
**Behavior Patterns of Children in School. Series 11, Number 110.**
Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Pub Date Feb 72
Note—82p.; Data from the National Health Survey
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavior Patterns, *Behavior Rating Scales, Behavior Standards, *Elementary School Students, *Elementary School Teachers, *Individual Development, Rating Scales, Social Behavior, Student Role, Study Habits, Teacher Role

This report analyzes and describes the behavior patterns of U. S. children aged 6 through 11 years in school. Included are teacher's ratings on facets of behavior closely related to the growth and development of these children, including their degree of adjustment, motor activity, peer acceptance, ability and performance, and their health problems that require the use of special resources or educational methods. A number of significant findings are presented. A strong positive relationship was found between rated ability or performance of children and their behavior ratings in school. Those rated above average in either of these two respects were more likely to be described as well adjusted or otherwise better behaved than their peers. Both intellectual ability and academic performance ratings were related to the rating on the degree of acceptance of children by their classmates. Those rated above average in either respect by their teachers were also rated as being better accepted by their peers as either a team member or leader in competitive group activities than were their less able classmates. (Author/BW)

**ED 067 584** CG 007 475
*Ross, Robert*
**Problems of Advocacy.**
Michigan Univ., Ann Arbor. Inst. for Social Research.
Pub Date Apr 72
Note—11p.; Paper presented at the American Orthopsychiatric Association, April 5-8, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Communication Problems, Cultural Differences, *Cultural Interrelationships, Culture Conflict, Human Services, Power Structure, *Professional Personnel, *Professional Services, *Social Attitudes, *Social Values, Standards

This paper focusses on problems involved in adopting the newer modes of social science and professionalism. The complexities which precede these problems are recognized. It is mentioned that many recent entrants to these fields have made value commitments in their professionalism without very long detention at the portals of objectivity or neutrality. The concept of advocacy is discussed and comments presented on three problems faced by advocates. These are the problems of career and profession, the problem of cross-cultural and cross-class communication, and the problem of power. It is concluded that the views presented in this paper have two implications for advocates. First, to be maximally effective, local advocacy must look to national levels of resource allocation; and second, the mobilization of people for action in their own interest is the strategic centerpiece around which advocate's services are auxiliary. (Author)

**ED 067 585** CG 007 476
*Sadker, Myra*
**Needed - A More Supportive Environment for College Women.**
Pub Date 70
Note—12p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Admission, *College Environment, *College Segregation, College Students, Discriminatory Attitudes (Social), Environmental Influences, Equal Protection, Females, *Feminism, Higher Education, *Nondiscriminatory Education, Sex (Characteristics), *Sex Discrimination, Social Discrimination, Social Values

This presentation discusses some of the policies which may discourage or inhibit female students in higher education: Insufficient day care facilities; insufficient quantity and quality of evening educational offerings; inflexible transfer requirements; and inadequate counseling for mature women who return to school. Also discussed are attitudes of peers and teachers which may discourage female students by lowering self esteem and inhibiting the motive to achieve. It is emphasized that years of interaction in which women pretend intellectual inferiority take their toll. A study is described which underscores how total and complete is the put down of the female ego. By the time she reaches college, the woman's image of the ideal female role is one devoid of high academic and professional success. It is suggested that colleges and universities must not continue to rob female students of a positive self image, but must instead provide a structure and an environment where women can maximize the potential inherent within them. (Author/BW)

**ED 067 586** CG 007 477
*Salomone, Paul R.*
**Rehabilitation Counseling Outcome of Multi-Disabled Persons: Comparison of Success and Failure Groups Using the MMPI and Demographic Data.**
Pub Date Mar 72
Note—13p.; Paper presented at the American Personnel and Guidance Association Convention, 25-30 March, 1972, Chicago, Illinois
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Comparative Testing, Diagnostic Tests, *Physically Handicapped, *Psychological Tests, Rehabilitation, Rehabilitation Centers, *Rehabilitation Programs, Test Results, *Vocational Rehabilitation

This research investigated the capacity of the Minnesota Multiphasic Personality Inventory (MMPI) to differentiate multi-disabled persons who had become successfully rehabilitated from those who had not. It was expected that the overall MMPI profile of unsuccessful rehabilitants would reflect a greater degree of psychological maladjustment than would the MMPI profile of clients with successful rehabilitation outcomes. Demographic variables were also used to compare a group of successful rehabilitated clients with a group whose cases had been closed unemployed. The subjects were 131 clients who had attended the Minneapolis Rehabilitation Center during a two-year period and whose cases had been closed at least one year. Concerning the comparison of MMPI profiles of the unsuccessful and successful groups of clients, the results indicated that the two profile configurations were "similar." It was suggested that a more profitable research task might be the development of an MMPI profile code type strongly related to rehabilitation failure. (Author)

**ED 067 587** CG 007 478
*Scherer, Klaus R.*
**Acoustic Concomitants of Emotional Dimensions: Judging Affect from Synthesized Tone Sequences.**
Pub Date 72
Note—8p.; Paper presented at the Eastern Psychological Association Meeting, April 27-29, 1972, Boston, Massachusetts
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Affective Behavior, Affective Tests, *Auditory Perception, Behavioral Science Research, *Behavior Patterns, Communications, *Communication Skills, Information Theory, *Psychoacoustics, Psychological Patterns

The ability of naive listener-judges to recognize the affective state of a speaker on the basis of nonlinguistic auditory cues independent of the verbal content of an utterance has been well established by a large number of studies. This study used artificial stimuli produced by a Moog synthesizer to vary pitch level and variation, amplitude level and variation, and signal duration and speed (tempo) systematically in a factorial design. The stimuli used, raters employed, procedure, and results are presented for two studies which were conducted. The results supported the contention that the attribution of emotional meaning from auditory stimuli is based on characteristic patterns of accoustic cues. This study suggested a rapproachement between studies on emotional expression in speech and the psychological investigation of emotion in music, with interesting implications concerning speculations on the common origin of music and speech in primitive emotional displays of our prehistoric ancestors. (Author/BW)

**ED 067 588** CG 007 482
*Silverman, Manuel S. Quinn, Philip F.*
**Monitor-Modeling Supervision in Practicum.**
Pub Date 71
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavioral Science Research, Counseling, *Counseling Effectiveness, *Counselor Performance, Counselors, *Counselor Training, Evaluation, *Evaluation Methods, Helping Relationship, Individual Counseling, *Practicums, Professional Education, Training

Twenty-four practicum trainees experienced either monitor-modeling or immediate feedback supervision during their training. Ten minute counseling sessions with coached clients were taped before and after the practicum. Three independent judges rated the tapes, using Carkhuff's scales for "gross ratings of facilitative interpersonal functioning" to assess (1) the level of facilitative conditions offered by the trainee, and (2) the trainee's action orientation (Carkhuff, 1969). Results indicated that both groups were similar at the beginning of the experiment; that the judges' ratings increased significantly from pre-test to post-test for both groups; that, although there were indications that the monitor-modeling supervision was more effective, there were no significant differences between the two groups on the post-test; and, finally, that the amount of growth from pre-test to post-test was significantly greater for the monitor-modeling group. The investigators strongly suggest further, more extensive evaluations of monitor-modeling supervision to more fully assess its usefulness. (Author)

**ED 067 589** CG 007 483
*Silverthorne, Colin P. Goldberg, Richard M.*
**A Drug Abuse Training Program for Teachers.**
Pub Date 71
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Conferences, *Drug Abuse, *Drug Education, *Health Education, Inservice Education, Inservice Programs, *Inservice Teacher Education, Narcotics, Public School Teachers, Secondary School Teachers, Summer Workshops, *Teacher Workshops

The design detailed in this report was aimed at facilitating a meaningful implementation of a drug abuse training program into a portion of the Florida State School System. It was pointed toward curriculum development rather than personal change. The focus of the design was to provide a well-balanced approach to participants understanding their feeling about the issues that they would have to present to the students, and also provide the necessary facts and resources that they would require to teach about drug abuse. In designing the workshop, strong use was made of the laboratory method. The training evolved out of three one-day information-focused in-service training days for teachers only. Some comments on the strengths and weaknesses of the workshop are presented. The staff felt some real sense of accomplishment at the end of the experience and were generally pleased with the successful blend of information sharing and laboratory method. (Author)

**ED 067 590** CG 007 485
*Sprinkle, R. Leo*
**Anxiety Management Training Through Self-Hypnosis.**
Pub Date 72
Note—14p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, Chicago, Illinois
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Anxiety, Desensitization, *Hypnosis, Improvement Programs, Motivation Techniques, *Personality Development, Psychological Patterns, Psychotherapy, Self Actualization, *Self Concept, *Self Control, Self Evaluation, Self Help Programs

An informal non-credit course in anxiety management offered by the author is described. The primary emphasis of this course is on self-

hypnosis. Participating students are encouraged to increase their skills in relaxing and concentrating by three methods: (1) eye fixation; (2) muscular relaxation; and (3) focusing of awareness. Other techniques can be used by participants to relax more deeply; however, the techniques usually emphasize an imaginary situation in which the participant feels pleasant, comfortable, and relaxed. Participating students are encouraged to gain greater self-control by use of the Premark Principle, Contingency Management, and the RIPE Formula. The emphasis is upon bodily relaxation, imaginary situations in which the student sees himself or herself as being successful in a selected task, and reinforcing those behaviors which are "good." Also emphasized were interpersonal relationship techniques in which it is demonstrated to others that an adult-adult relationship will be sincerely, warmly, and firmly maintained. (Author/BW)

**ED 067 591** CG 007 487
*Stewart, Jeffrey E. And Others*
**The Effects of Different Amounts of Competitive Contingent Rewards on Cooperative Behavior.**
Washington Univ., Seattle.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 71
Note—23p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavioral Science Research, Educational Research, *Group Activities, *Group Behavior, Group Dynamics, Group Status, Group Unity, *Junior High School Students, Reinforcers, *Rewards, Teamwork

Recent investigations of the effects on group output of competitive contingencies, reward deliveries to group members contingent upon achieving a higher or lower task rate than another group, have suggested that competitive contingencies are a positive function of group output. When rewards are contingent upon a higher comparison outcome, group task rates increase, and when rewards are contingent upon a lower comparison outcome, the rates decrease. The present investigations examine the effects on group output of reward magnitude during competitive contingencies. The studies, conducted in a special education classroom of a junior high school, demonstrated that the greater the competitive contingent reward, the more likely that group output will increase or decrease according to the competitive contingency in effect, a reward to group members for a higher or lower task output than another group. The procedure employed that was designed to promote organized participation on "teacher directed activities" was the presentation of a "button press" task. (Author/BW)

**ED 067 592** CG 007 499
*Westman, Jack C. Stiles, Christine L.*
**The Child Advocacy System: A Case Report.**
Pub Date 72
Note—17p.; Paper presented at the 1972 Annual Meeting of the American Orthopsychiatric Association, April 5-8, Detroit, Michigan
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Child Care, Child Development, Childhood, *Childhood Needs, Children, *Child Welfare, Dependents, Parent Child Relationship, Parent Responsibility, *Program Development, *Program Planning, School Responsibility, *Social Problems
Identifiers—Child Advocacy

This report is a description of experiences in the state of Wisconsin over the past four years in laying the foundation for testing the feasibility of the child advocacy concept. This experience with statewide child advocacy planning identified a number of critical issues. There was found to be a general lack of awareness, misunderstanding, neglect of children's problems in addition to limited application of existing knowledge. In spite of these barriers, it was emphasized that the child advocacy concept has fundamental appeal when it can be divorced from particular interest groups or levels of government. It was discovered that the parents of unserved troubled children represent the most potent force for change. The public schools were also mentioned as a force in society having a stake in child advocacy planning. It was concluded that the child advocacy concept offers an instrument for bringing the voice of the dependent, inarticulate young into a society planned and managed by adults. (Author/BW)

**ED 067 593** CG 007 500
*Witchel, Robert I.*
**Proactivity: Personal Growth Groups for Residence Education.**
Pub Date Aug 72
Note—5p.; Paper presented at the Association of College and University Housing Officers Conference, August 1, 1972, Miami, Florida
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Environment, College Programs, College Role, *College Students, Group Activities, Growth Patterns, Human Development, *Individual Development, *Personal Growth, Residential Colleges, *Student Personnel Services

This paper contrasts the reactive and proactive approaches to personal growth and development for college students at a university. The potential of residence hall education and proactive growth activities is specifically pointed to, while all of student affairs are challenged to look at the more proactive growth model. Basic goals of a proactive growth program, specific experiences offered to students, review of research, as well as "new directions" are thoroughly covered to give the reader an opportunity to get an overall picture of a program of this nature. Some additional thoughts concerning the personal experience of being a proactive individual in a university setting are also shared. It was suggested that in the future a program could offer mini-workshops, each exploring a different approach to personal growth, such as sense awareness, fantasy, dreamwork, body movement, body message, non-verbal, and gestalt-awareness training. (Author/BW)

**ED 067 594** CG 007 521
*Blane, Howard T.*
**A Leadership Training Program in Alcoholism: Content.**
Pub Date Feb 72
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Alcohol Education, *Alcoholism, Classes (Groups of Students), *Group Dynamics, Group Relations, Health Education, Leadership, Leadership Qualities, *Leadership Training, Management Education, Trainees, *Training

This paper describes four elements of a leadership training program in alcoholism that distinguish it from other postgraduate programs. These four elements are: (1) clinical teams composed of and led by trainees with leadership rotating periodically among trainees; (2) weekly experience group meetings of each team to maximize understanding at affective and cognitive levels the processes affecting team functioning; (3) small group exercises which allow teams to examine the effect of structural and social definitions of the group on its function, independent of the individuals and personalities involved; and (4) the planning, development and executing of projects with an administrative or program development purpose. The author strongly urges that current short-term courses be modified, wherever possible, so as to include exposure to patients or clients, even if it means reduction in the didactic content of the seminar or institute. (Author/BW)

**ED 067 595** CG 007 530
*Dembroski, Theodore M.*
**External Locus of Control: A Face of New Left Ideology.**
Pub Date Apr 72
Note—21p.; Part of this research presented at the Southwestern Psychological Association Convention, (Oklahoma City, Oklahoma, April 20-22, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Activism, *College Students, Identification (Psychological), Political Power, Rewards, *Social Reinforcement, Social Status, *Socioeconomic Status, Status, Status Need, *Student Attitudes, *Student Behavior, Student Needs

Externality (sense of powerlessness), as measured by Rotter's (1966) I-E scale, has been theoretically and empirically associated with low socioeconomic status and a history of insufficient reward. Recently, however, externality among white college students has been increasing. The present study sought to demonstrate the relationship of externality to a variety of measures designed to reflect adherence to new-left ideology. Subjects were 33 males and 39 females randomly selected from the total student population of a highly selective liberal arts college. Subjects were personally contacted by interviewers and responded to a questionnaire containing Rotter's I-E scale, a new-left ideology scale, a check-list of legal and illegal sociopolitical activities, and a drug use scale. Significant positive correlations revealed externality as one component of an interrelated network of new-left beliefs, attitudes, and behavior. The relationships held only for male subjects and for those items on the I-E scale representing beliefs in personal control. Processes by which white male college students, females, and members of minority groups arrive at a sense of powerlessness are discussed in terms of reference-group identification, Rotter's social learning theory, and factors of personal adjustment. (Author)

**ED 067 596** CG 007 531
*Flynn, Regina Hopson, Buena*
**Inhibitory Training: An Alternative Approach to Development of Controls in Hyperactive Children.**
Pub Date 72
Note—18p.; Paper presented at the National Association of School Psychologists Meeting (Chicago, Ill., March 15-18, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavior Problems, Emotionally Disturbed, *Hyperactivity, *Inhibition, Motor Development, Motor Reactions, Neurologically Handicapped, *Perceptual Motor Learning, Psychological Patterns, *Psychomotor Skills

Hyperactivity continues to be one of the major symptoms presented to the school psychologist when children are referred for help. This paper discusses the development of a program of sequential motor exercises to train and develop the inhibitory function of the hyperactive child. The inhibitory training program is designed to follow the natural development of the child and also to remediate deficits that have developed. It is mentioned that although hyperactivity appears to be multi-etiological, it chronically shows the imbalance of the excitatory and inhibitory processes. A number of psychological implications related to this training are discussed. This pattern of exercises utilizes inhibition at at three levels: (1) the innate response system, such as tonic neck response, reciprocal response, mechanics of movement, grasp, stato-kinetic response; (2) the general motor system, using unilateral, bilateral and contralateral abilities; and (3) the special motor systems of eye-hand coordination and hand combinations. (Author/BW)

**ED 067 597** CG 007 533
*Gordon, Mary Alice And Others*
**The Process of Encounter: A Look at Personality Change.**
Pub Date [71]
Note—11p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Group Dynamics, Group Experience, *Group Relations, Group Unity, *Personality Assessment, *Personality Change, Personality Studies, Personality Tests, Self Concept, Sensitivity Training, *T Groups

This study investigated the basic question of whether there is actually measurable change in personality characteristics occurring during or subsequent to the encounter group experience. The study examined instruments which may prove useful in the detection of change in an objective and quantifiable mode which can be subjected to statistical analysis. The subjects were undergraduate students who requested an encounter group experience. Three personality measurement instruments were administered to each of the subjects at the group's first, fourth, and eighth meetings. The results were inconsistent, but indicated that self-ratings of individuals do change over time when rated on a semantic differential scale. Proponents of the encounter group experience state that this experience is capable of changing the way a person orients himself toward others. The results of the two groups in this study indicated the general stability of interpersonal orientations. The authors concluded by suggesting possible directions of future research. (Author/BW)

**ED 067 598** CG 007 535
*Grinspoon, Kenneth*
**Counseling and the Minority Group Student.**
State Univ. of New York, Albany. Two Year Coll. Student Development Center.
Pub Date Mar 72

Note—25p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Counseling, *Counseling Effectiveness, Counseling Services, Counselor Acceptance, *Counselor Role, *Ethnic Groups, Helping Relationship, *Majority Attitudes, Minority Group Children, *Minority Groups

This report focuses on an in-service education activity related to a major need of open door community colleges, and to a degree, all educational institutions--the ability to provide adequate educational, occupational, and personal help to students from minority groups in society. Such an effort concerns all phases of the life and program of a community college. Particularly, however, the college turns to the counselor for expertise and leadership on how to help a student succeed academically, to work out career problems on both a short- and long-term basis, and to deal constructively with personal difficulties. Two workshops are described in this report which deal with this issue. Both workshop sessions were structured on the premise that cross cultural counseling is not only possible, but successfully operative in both direct and analogous ways. It was suggested that since it is possible for a young counselor to deal with a geriatric population, cross-cultural counseling is also possible. (Author/BW)

**ED 067 599** CG 007 538
*McEchron, W. David*
**Emotional Needs and Control of SLD Children.**
Muscatine-Scott County School System, Iowa.
Pub Date Dec 71
Note—17p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavior Change, *Cognitive Development, *Exceptional Child Education, *Learning Difficulties, *Learning Disabilities, Learning Readiness, Minimally Brain Injured, *Perceptually Handicapped, Underachievers

This paper presents thoughts and techniques concerning the control of the specific learning disability (SLD) child and the emotional needs which these children have. The SLD child whose learning and behavior problems are significant and are due to some visual-perceptual or organic problem and not emotional disturbance, disadvantagement, or gross sensory deficit probably accounts for no more than 3% of the school population. Changing the child's behavior is one way of improving the situation. This can be done by supplying the parents and the teacher with specific techniques for controlling behavior. The psychologist's role in this process is to get the parents and teacher to accept responsibility for developing and enforcing the structure agreed upon. The structure must be suited to the needs of the individual child involved. The psychologist's goal is to get the parents and teacher to a point where they can control the structure being imposed and have the flexibility and insight to anticipate behavior changes. (Author)

**ED 067 600** CG 007 541
*Mosher, Loren R. And Others*
**Schizophrenia and Crisis Theory.**
Pub Date 72
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavior Problems, *Crisis Therapy, Institutionalized (Persons), Mental Health, Mental Health Clinics, *Mental Health Programs, *Mental Illness, Psychiatric Aides, Psychopathology, *Psychosis, *Psychotherapy, Rehabilitation, Schizophrenia

An experimental two-year treatment project designed to help the acute schizophrenic emerge from psychosis a stronger, better integrated person is underway at Soteria House, a comfortable 16-room house in the San Francisco Bay area. The project will compare the effects of treatment in this special facility with those of "usual" treatment in a community mental health center. At Soteria House, psychosis is viewed as a crisis in development--the organism's attempt to achieve homeostasis in the face of overwhelming stress. Because the psychotic experience is thought to have great potential for natural healing and growth, no attempt is made to abort, rechannel or quell it before it has run its natural course. In keeping with this philosophy, a staff of nonprofessional therapists have been selected for their ability to tune into the patient's crises and have been specially trained to provide reassurance, help in problem solving, support and protection. The treatment approach requires of the staff a tolerance for regression as a sometimes necessary precondition to further psychological growth, as well as prolonged, intensive and intimate contact with patients. (Author/BW)

**ED 067 601** CG 007 542
*Oles, Henry J.*
**A Multivariate Approach to the Study of Variables Associated with Student Use of Deception.**
Pub Date 72
Note—11p.; Paper presented at the Southwestern Psychological Association Convention (Oklahoma City, Oklahoma, April 20-22, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Performance, Behavioral Science Research, *Elementary School Students, *Instructional Materials, Mathematics Materials, Statistical Analysis, *Student Attitudes, Student Behavior, *Student Reaction

This study was designed to identify some of the variables that may be associated with student use of deception. Data for a broad introductory analysis of the problem was collected on 238 third, fourth, and fifth grade students, during the second half of the 1970-71 school year, who were enrolled in a school using Individually Prescribed Instruction (IPI). Data was collected only for the IPI math program. During a four month period, a measure was obtained for each student of the degree to which they used deception in self-scoring their own math work pages. It involved deliberately inserting incorrect but plausible answers in the students' self-scoring keys and then the careful evaluation of the way in which each student handled the error. The results of this study indicated some evidence of inconsistencies between the student's attitude toward misusing self-scoring opportunities and their actual behavior. (Author/BW)

**ED 067 602** CG 007 543
*Oyler, Robert H. And Others*
**Campus Unrest and Its Resolution in Schools of Changing Ethnic Composition.**
Pub Date [71]
Note—12p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Activism, Communication (Thought Transfer), Dissent, Ethnic Distribution, *Information Theory, Interschool Communication, Political Attitudes, *Student Behavior, *Student School Relationship, Student Teacher Relationship

This paper describes the setting and history of campus unrest in one California school district which led to the evolution of a new program of interventions. In the period since its introduction, unrest has been settled with a minimum of school disruption and a growing spirit of cooperation and understanding among students, parents, and school staff. That the program is of real value in and of itself is indicated in its use in other school districts. The history of the school's unrest is described, followed by a detailed problem analysis of the program and solution strategies. Also presented is a discussion of positive preventive interventions from the behavioral sciences. The authors conclude that within this case report, the behavioral sciences, especially communication theory and technique, have demonstrated utility in racial and campus unrest. In addition, it was shown that the communications network offers an important alternative to authoritarian forces. (Author/BW)

**ED 067 603** 24 CG 007 598
*Peevers, Barbara H. And Others*
**Personal Causation and Children's Concepts of Persons. Final Report.**
Nevada Univ., Reno.
Bureau No—BR-O-I-028
Pub Date Mar 72
Grant—OEG-9-70-0053(057)
Note—27p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavioral Science Research, *Childhood Attitudes, Cognitive Processes, *Interpersonal Relationship, *Interviews, Peer Relationship, Perception, *Questioning Techniques, *Questionnaires, Research Tools

The purpose of this research was to explore the development of, and relationships among, individual modes of (1) articulating knowledge about and evaluation of peers; (2) attributing causality for interpersonal events to the self and to others; (3) attributing one's own and other's behavior to intentionality or accident. Data was collected for this purpose using a free response interview in which friends and a disliked peer were described by 80 children and young people as the measure of modes of perceiving persons. The Personal Causality Questionnaire (PCQ) consists of 35 questions about everyday interpersonal situations to which participants respond in their own words. The PCQ was found to be a tool which can be used to investigate the relationships among attribution of causality and intentionality, and various modes of describing persons. It was concluded that personal causality and self initiation, as assessed by the PCQ, have a number of important applications to education. (Author/BW)

**ED 067 604** 24 CG 007 599
*Emmer, Edmund T. Woolfolk, Anita E.*
**Increasing Student Attention: A Learning Theory with an Emphasis on Transfer to the Regular Classroom. Final Report.**
Texas Univ., Austin.
Bureau No—BR-2-F-050
Pub Date Aug 72
Contract—OEC-6-72-0932-(509)
Note—202p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Attention, *Attention Control, Behavioral Objectives, Behavioral Science Research, *Behavior Change, *Elementary School Students, Elementary School Teachers, Learning, Learning Processes, Motivation, *Transfer of Training

Fifty-four elementary school children who had been identified as consistently inattentive to classroom activities were involved in a four-week treatment program. Attention was assessed using a time-sampling observational instrument developed for the study, based upon a previously-developed technique. Subjects were assigned randomly to either an experimental (E), out-of-class (OC), or stay-in-class (SC) condition. Subjects were observed in the treatment lessons and in their regular classrooms before, during, and after the treatment period, and their attention was assessed using the observational instrument. Analysis of variance tests revealed that the attention and vigilance scores of subjects in the E condition were significantly higher than scores of subjects in the OC condition during the treatment lessons. In-class attention scores of the E, OC, and SG groups were not significantly different during or after the treatment period, however. In-service training for teachers did not affect the in-class attention scores of the subject. (Author)

**ED 067 605** CG 007 600
**Model Programs; Compensatory Education. Learning to Learn Program, Jacksonville, Florida.**
National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—OE-72-86
Pub Date 72
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Compensatory Education, *Compensatory Education Programs, Discovery Learning, Educationally Disadvantaged, Federal Programs, Learning, Learning Difficulties, Remedial Instruction, *Remedial Programs

The Learning to Learn Program was designed to help children acquire the abilities for dealing with challenges and problems. The program provides a unique preschool experience for disadvantaged children. The Learning to Learn curriculum has maintained its original characteristics throughout the years and is designed to help children develop appropriate strategies for gathering information, solving problems, and making decisions. Unique practices and materials are used to provide optimum environment in which children can "learn to learn" through manipulation, exploration, and experimentation. The child moves from motor manipulation to development of perceptual imagery, and then to symbolic experiences through the medium of interesting and challenging games and game-like activities. Each day after classes, the director, teacher, and aide meet to discuss the day's activities, special problems, and individual progress of pupils. The most important materials are the language and mathematics games and activities. (Author)

**ED 067 606** CG 007 601
*Klausmeier, Herbert J. And Others*
**A Supplement to Technical Report No. 82. Concept Learning: A Bibliography, 1970.**
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Pub Date Dec 71
Note—50p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bibliographic Citations, *Bibliographies, Book Catalogs, *Booklists, Cognitive Processes, *Concept Formation, Indexing, *Learning Processes, Literature Reviews, Thought Processes
This supplementary report was designed to aid the researcher concerned with concept learning. It contains: (1) rationale and strategy for compiling a bibliography of articles concerned with concept learning; (2) a definition of the world "concept"; (3) a system for classifying articles by their content; (4) a bibliography of relevant articles arranged alphabetically by author; and (5) a bibliography of the articles arranged according to their content. The first step in compiling this bibliography was to systematically and comprehensively search fifty selected journals and publications. The text of each article in all issues was examined to determine whether the article met criteria established for inclusion in the bibliography. The primary specified criterion was that the article include the terms concept, concept formation, concept identification, concept attainment, or conceptual learning in either: (1) the title; (2) a subheading; (3) an abstract of the article; or (4) the summary or conclusion. (Also see ED 035 958.) (Author)

**ED 067 607** CG 007 602
*Peck, Robert F.*
**Coping Styles and Achievement: A Cross-National Study of School Children. Volume III of VII Volumes. Parental Views of Themselves and Their Children in Eight Countries.**
Texas Univ., Austin.
Pub Date Aug 72
Note—522p.
**EDRS Price MF-$0.65 HC-$19.74**
Descriptors—Achievement, *Adjustment (to Environment), Beliefs, *Cross Cultural Studies, Cultural Differences, Evaluation Methods, Foreign Culture, Interviews, Parental Background, *Parent Attitudes, Parent Child Relationship, *Parent Reaction, *Values
Interviews were conducted with all of the mothers and about half of the fathers of a stratified sample of school children whose achievement, motivation, occupational interests and coping styles had been assessed. The parents of 80 children in each of eight countries participated: Brazil, Mexico, England, West Germany, Italy, Yugoslavia, Japan, and the United States. The systematically structured interview focused on the coping styles of the parents; their perception of the child's attitudes, achievement and coping styles; and the parents' occupational lives. Their beliefs about the role and value of education were also explored. The parents' responses were coded into content-categories for each question in the interview. The frequency of each kind of response was used to describe the characteristics of parents and children within each country. The responses of matched mothers and fathers were also compared and described, to determine the amount and kind of consistent agreement in their values, their self-descriptions and their perceptions of their child. (Author)

**ED 067 608** CG 007 654
*Kerst, Stephen*
**Short- and Long-Term Effects of Experimenter-Imposed and Subject-Generated Sentence and Image Mediators on Paired-Associate Learning in Children.**
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Bureau No—BR-5-0216
Pub Date Sep 72
Contract—OEC-5-10-154
Note—50p.; Technical Report 233
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Elementary Education, *Elementary Grades, *Elementary School Students, *Learning, Learning Activities, Learning Characteristics, Learning Experience, *Learning Processes
A paired-associate learning task, with labeled pictures as stimuli and responses, was administered to a sample of fourth and fifth grade children. Sentence and imagery mediators which linked the stimulus and response terms were either provided by the experimenter or generated by the children themselves under instructions from the experimenter. Children were tested by the recognition method after each of two study trials (study-test method). In addition, they were tested after an interval of one week to assess the long term effects of the treatments. It was found that both experimenter-imposed and subject-generated sentence and image mediators improved performance at acquisition, and that these effects persisted when subjects were tested again one week later. Moreover, children who had been instructed to generate their own mediators transferred this strategy without further instruction to a new list given during the second session a week later. To evaluate the importance of mediator recall to response recognition, children in imposed mediator conditions were asked to recall the provided mediators after they had been retested (during the second session) for recognition of all responses. The proposition that recall of the mediator was a necessary but not sufficient condition for the occurrence of the facilitative experimental effects was essentially supported. (WS)

**ED 067 609** CG 007 655
*Edwards, Keith J. And Others*
**Do Occupational Perceptions Become More Differentiated With Increasing Age?**
Johns Hopkins Univ., Baltimore, Md. Dept. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-1610
Pub Date Nov 72
Grant—OEG-2-7-061610-0207
Note—17p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Age, *Age Differences, Age Groups, *Career Choice, Occupational Aspiration, *Occupational Choice, *Occupations, *Vocational Development
A study was conducted to learn whether or not occupational perceptions become more specific or differentiated with age. The study was based on the hypothesis that older people should be able to discriminate more accurately among occupations than younger people as a result of their experience and development. The literature was searched for samples of elementary students, high school students, college students, and employed adults who had taken the Vocational Preference Inventory. Samples were selected to represent each of these levels. The findings supported the hypothesis in providing evidence that perceptions of occupations tend to become more differentiated, and thus more useful, as people get older. (WS)

**ED 067 610** CG 007 656
*Smith, Kenneth Blaine*
**An Analysis of the Relationship Between Effectiveness of the Multiunit Elementary School's Instructional Improvement Committee and Interpersonal and Leader Behaviors.**
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Bureau No—BR-5-0216
Pub Date Sep 72
Contract—OEC-5-10-154
Note—154p.; Technical Report 230 from the Facilitative Environments Project
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Elementary Schools, Elementary School Teachers, *Instruction, *Instructional Improvement, *Instructional Programs, Interpersonal Relationship, Leadership
The multiunit elementary school is an organizational structure for elementary schools which incorporates shared decision-making into its operations. The school's Instructional Improvement Committee (IIC) serves to link the teaching and administrative levels of the school by having teacher representatives and the principal share the responsibility for formulating decisions, plans, and procedures which coordinate the school's instructional program. A study was conducted to determine the variables which associate with operationally effective IIC's. The results of the study revealed a significant correlation between IIC effectiveness and the interrelationship of the IIC chairman's leader Consideration and Initiation of Structure behaviors and IIC chairman–IIC member compatibility. Other variables such as attendance at workshops, chairman's administrative experience, or the amount of meeting time were not significant. (WS)

# CS

**ED 067 611** CS 000 147
*Bouchard, Louise-May Decker*
**A Comparative Analysis of Children's Independent Reading Interests and the Content of Stories in Selected Basal Reading Texts, Grades 4-6.**
Pub Date 71
Note—194p.; Ph.D. Dissertation, Marquette University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,384, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Basic Reading, Childrens Books, *Elective Reading, Elementary Grades, Grade 4, Grade 5, Grade 6, *Independent Reading, Racial Differences, *Reading Interests, Reading Research, Sex Differences, Socioeconomic Status, Story Reading, *Textbooks
The content of books chosen independently by fourth, fifth, and sixth, graders was compared with the content of four selected basal reading texts at the same three grade levels. The selections of the children and from the texts were classified into twenty-one categories, and then the percentages of the children's choices within these categories were compared with the percentages of the texts' selections. The children were blacks, middle-class whites, poor whites, and Spanish speakers. It was found that the texts' selections and the children's reading interests did not concur, nor were there significant differences in reading interests in terms of race, socioeconomic group, grade level, or sex. The most frequent reason for book selection was that the topic of the book fitted a particular interest of the child. (Author/DI)

**ED 067 612** CS 000 148
*Mickelson, Norma Irene*
**Associative Verbal Encoding (a/v/e): A Measure of Language Performance and Its Relationship to Reading Achievement.**
Pub Date 72
Note—96p.; Ph.D. Dissertation, University of Washington
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,879, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Linguistic Performance, Reading, Reading Ability, *Reading Achievement, Reading Comprehension, *Reading Research, *Reading Skills, Vocabulary
After establishing reliability for an associative verbal encoding (a/v/e) test, the relationship between children's a/v/e and their reading achievement was investigated. Two hypotheses were examined: (1) a/v/e will improve with training, and (2) associated with improved a/v/e will be concomitant improvement in reading achievement. The subjects were 209 girls and 214 boys in fourteen randomly selected classes. Classes were randomly assigned to treatment or control conditions, and the class means were used as the basic data. Training of a/v/e involved encouraging subjects to give as many responses as possible to the stimulus words. A qualitative analysis of the associative responses of forty-two randomly selected subjects revealed that there were more paradigmatic than syntagmatic responses before training. This was reversed after training although the difference was not significant. In each of the analyses–a/v/e, vocabulary, comprehension, and total reading performance–only the main treatment effect reached an acceptable level of significance. There were no significant sex differences and no significant interaction effects. (Author/WR)

**ED 067 613** CS 000 149
*Coomber, James Elwood*
**A Psycholinguistic Analysis of Oral Reading Errors Made by Good, Average, and Poor Readers.**
Pub Date 72

Note—150p.; Ph.D. Dissertation, The University of Wisconsin
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-18,972, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Context Clues, Grade 3, Psycholinguistics, Reading Ability, *Reading Skills, Sentence Structure
Identifiers—*Error Analysis, Phoneme Grapheme Correspondence

Thirty third graders, divided into three equal groups, were used to determine the extent to which good, average, and poor readers depend upon two types of reading cues--graphic features of word and of context. To hold error quantity differences constant, materials were chosen at different levels of vocabulary and syntactic difficulty. Each subject began reading first-grade level materials and continued through increasingly difficult readings until he made over twenty errors for every one hundred words he read. Errors were scrutinized for graphic-phonetic and syntactic resemblance to printed word, subject's dependence on grapheme-phoneme relationships, and location of error in response. Awareness of syntax was measured by an evaluation of the appropriateness of substitution errors to sentences in which they occurred and by an analysis of the position of errors in phrases. Conformity of multiword repetitions to phrase structure grammar was also noted. Results revealed that on longer words the good readers were more likely to err with a word that matched the stimulus in both initial and final positions. Syntactic measures revealed a high sensitivity to sentence structure. It was concluded that the readers were distinguished by differences in processing graphemes. (Author/HS)

**ED 067 614** CS 000 150
*Charen, Claire Lorraine*
**The Effect of Systematic Tangible Reinforcements on Reading Skill Development for Retarded Readers in an Urban School Setting.**
Pub Date 71
Note—206p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72.16,075, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Intermediate Grades, *Motivation Techniques, *Positive Reinforcement, *Reading Achievement, Reading Instruction, *Retarded Readers, Rewards, Student Motivation, Urban Teaching

In view of the hypothesis that motivational deficits are basic to learning problems, this study investigated the effectiveness of tangible reinforcers as an additional motivator to improve the reading competence of urban, retarded readers compared to the same instructional procedures without reinforcements in natural, small group settings for students in grades 5-8. Sixty-four retarded readers were evenly divided into eight groups, based on pretest scores, sex, and grade. Two reading teachers, each working with two experimental and two control groups, awarded points on a variable ratio schedule for correct oral and written responses. Word recognition skills were stressed to obtain a sharper focus and to highlight any effects. Students were able to exchange points for games, toiletries, sports equipment, clothing accessories, and edibles. After eight weeks, groups rotated, providing an opportunity for each student to receive reinforcement. Based on a factor-analysis covariance, data indicated that overall tangible reinforcers did not significantly affect reading gains. It would seem that teachers and level of instruction were interacting with the treatment to produce differential effects. (Author/HS)

**ED 067 615** CS 000 151
*Chappie, David Alexander*
**Can Waking Suggestion Be as Effective as Hypnosis in Increasing Reading Efficiency? A Consideration for Educational Application.**
Pub Date 71
Note—119p.; Ph.D. Dissertation, United States International University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-18,626, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Hypnosis, Positive Reinforcement, Reading Achievement, *Reading Comprehension, *Reading Improvement, *Reading Research, *Reading Speed, *Research Design, Vocabulary
Identifiers—*Waking Suggestion

The primary problem was concerned with the uses of hypnosis and waking suggestions as means of improving reading efficiency. A second problem concerned rectifying research design inadequacies related to hypnosis experiments. The procedure used pretest scores secured for rate, comprehension, and vocabulary. Subjects were placed in experimental and control groups; hypnosis and waking suggestion groups were given specific instructions designed to improve reading efficiency; and post tests and a followup test were administered. It was found that, in general, changes from pretest to post-test measure, posttest to followup measure, or pretest to following measure were not statistically significant when comparing the hypnosis, waking suggestion, and control groups in any of the tested areas. The researcher concluded that multiple rather than one-treatment session may have led to more significant results; that short instructional audio tapes and self-hypnosis might be useful in improving reading; that other studies are needed in this area; and that perhaps a younger selection of subjects might have more readily adapted to this new set of reading techniques. (DI)

**ED 067 616** CS 000 152
*Marani, Salvatore Donald*
**Effects of Methods of Teaching Reading on Reading Achievement and Attitudes Toward Self of Delinquent Boys.**
Pub Date 71
Note—95p.; Ed.D. Dissertation, University of Maryland
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-10,078, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Attitudes, *Delinquency, *Individualized Reading, Reading, *Reading Achievement, Reading Programs, *Reading Research, *Small Group Instruction

The purpose of this study was to compare the effectiveness of two methods--individualized approach and small groups--in the teaching of reading to juvenile delinquents. Fifteen-year-old delinquent youths, classified as uncontrollable children whose academic performance was equivalent to tenth grade level, were assigned randomly to three groups. The groups had twelve subjects in each making a total of 36. There were two experimental groups (E 1 and E 2) and one control group (C). The E 1 group utilized the individualized approach, the E 2 group used the small group method, and the C group was the untreated group. After a lapse of eight weeks and 30 periods of reading instruction, all subjects were given the Gates Reading Survey (Form M3) and Questionnaire One (How Do You Feel About Yourself?) and Questionnaire Two (How Do You Feel About Things In Class?). The results indicated: (1) there was no significant difference in reading achievement between the two experimental groups, (2) the individualized and small group methods were equivalent in their effect upon the boys' attitude toward self, and (3) no significant changes were found in the control group. (Author/WR)

**ED 067 617** CS 000 153
*Callenbach, Carl Anton*
**The Effects of Instruction and Practice in Nonsubstantive Test-Taking Techniques upon the Standardized Reading Test Scores of Selected Second Grade Students.**
Pub Date 71
Note—98p.; Ed.D. Dissertation, The Pennsylvania State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-13, 826, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Beginning Reading, *Grade 2, Grouping (Instructional Purposes), Incidental Learning, Intentional Learning, Post Testing, Pretesting, Primary Grades, Reading Achievement, Reading Instruction, *Reading Research, *Reading Tests, Response Mode, *Standardized Tests, Test Bias, Testing Problems, *Test Wiseness

Two hypotheses were tested in this study: that second grade students who receive instruction and practice in nonsubstantive test taking techniques will achieve higher standardized reading test scores than second grade students who do not receive this instruction and practice both immediately following treatment and four months after treatment. The students were ranked according to total raw scores recorded on the pretest, the Stanford Reading Test, Primary I, Form X and alternately assigned from the ranking of raw scores and each classroom to the experimental and control conditions. The report describes the details of the testing procedures for both the experimental and control groups, and provides data supporting the contention that test wiseness is a potential source of variance in standardized test scores. The test-naive second graders receiving instruction and practice in nonsubstantive test taking techniques achieved significantly higher scores on the standardized reading tests. (Author/DI)

**ED 067 618** CS 000 154
*Menosky, Dorothy Mae*
**A Psycholinguistic Analysis of Oral Reading Miscues Generated During the Reading of Varying Portions of Text by Selected Readers from Grades Two, Four, Six, and Eight; A Descriptive Study.**
Pub Date 71
Note—218p.; Ed.D. Dissertation, Wayne State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,600, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Decoding (Reading), Elementary Grades, Error Patterns, *Oral Reading, *Psycholinguistics, Reading Development, *Reading Materials, Reading Material Selection, *Reading Processes, Reading Tests, Semantics, Syntax
Identifiers—*Miscue Taxonomy

This study examined the oral reading miscues of eighteen subjects, three average readers each from grades two, four, six, and eight, plus three high and three low readers from grade four. The miscues produced by each student were analyzed using the Goodman Taxonomy of Reading Miscues. Length of text was most important for low readers, who produced more totally acceptable miscues as they progressed through the text. All of the groups had a strong control of syntactic structure and all were better able to control syntactic structure than meaning. All of the groups relied somewhat upon preceding material when attacking meaning. Further, these groups demonstrated that readers test their guesses in regard to what syntactic structure and what meaning is coming next. When their guesses prove inconsistent, either syntactically or semantically, readers often attempt to correct. A relationship can be made between the use of context in reading varying portions of text and methods and materials for the testing of reading. (Author)

**ED 067 619** CS 000 155
*Lawson, Cornelia V.*
**Children's Reasons and Motivations for the Selection of Favorite Books.**
Pub Date 72
Note—93p.; Ed.D. Dissertation, University of Arkansas
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-10,208, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Childrens Books, Elective Reading, *Elementary School Teachers, *Grade 5, Individualized Reading, Primary Grades, *Reading Interests, Reading Research, Recreational Reading, *School Libraries

The twofold purpose of this study was to determine the reasons and motivations for the choice of favorite books made by fifth grade children and to determine whether teachers and librarians were able to identify the reasons influencing the children in this selection. Results showed that primary interest areas were animals, mystery and ghost stories, fantasy and science fiction, sports and sport biography, friends and school life. The data suggest that fifth grade children read widely, both for information and pleasure; that friends and peer groups are influential in children's book

choices; that teachers are slightly more influential than librarians in these choices; that television and movies have the least influence compared to other motivations studied; that children identify authors as a reason for book selection; that teachers were better able than librarians to identify reading motivations; that animal stories are the favorite type of reading for all children, girls favoring horse stories and boys reading horse stories and other types of animal stories. (Author/DI)

**ED 067 620** CS 000 156
*Geis, Robley*
**The Prediction and Prevention of Reading Failure.**
Pub Date 71
Note—163p.; Ed.D. Dissertation, University of Southern California
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-11,923, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Early Reading, Reading, Reading Ability, *Reading Diagnosis, Reading Difficulty, *Reading Readiness, *Reading Research, Reading Skills, Remedial Reading Programs, *Retarded Readers

This study sought to determine whether it is possible to predict at the end of kindergarten those pupils who will not succeed in achieving stipulated norms for reading in the first grade, and if a summer intervention program could contravert predicted reading failure. Failure was identified as a score below the 25th percentile on the Stanford Achievement Test in Reading. Control and experimental groups were established by random selection from the 60 children ranking lowest on the Bender Visual Motor Gestalt Test and scoring below the 50th percentile on the Metropolitan Readiness Test. The results showed that seventeen of the twenty members of the control group scored below the 25th percentile on the Stanford test. Correlations and multiple correlations involving the Bender, the Metropolitan, age, sex, and IQ indicated that the Bender was the best predictor of reading failure. Reading scores of the experimental and control groups were compared to determine the effect of the intervention program. Fifteen of the experimental group members outscored their control group mates. (Author)

**ED 067 621** CS 000 157
*Aukerman, Robert C.*
**Approaches to Beginning Reading.**
Pub Date May 72
Note—14p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Beginning Reading, *Motivation, *Reading Instruction, Reading Materials, *Teaching Techniques, Textbooks

The more than one hundred approaches to initial reading instruction can be grouped under ten headings: basal reader, phonemics, phonemic reading, "linguistics," total language arts, language-experience, one-to-one sound symbol, individualized reading, early reading, and perceptual discrimination. Although the basal reader approach is used in more than 90 percent of American elementary schools, selected techniques identified with the other approaches can provide alternative and supplementary day-to-day strategies. These borrowed techniques can do much to increase students' motivation to learn to read: imaginative phonics drill (key pictures, phonics charts, every pupil response, "Soundie" stories, personification), "write and see" workbooks, rebus reading, color clues, word shapes, language experiences, and student-owned books. (RD)

**ED 067 622** CS 000 158
*Matthes, Carole*
**How Children Are Taught to Read.**
Pub Date 72
Note—72p.
Available from—Professional Educators Publications, Inc., Box 80728, Lincoln, Neb. 68501 ($1.75)
**Document Not Available from EDRS.**
Descriptors—Basic Reading, Individualized Programs, Language Experience Approach, Phonemics, Phonics, Preschool Programs, Programed Instruction, *Reading Instruction, *Reading Programs, *Teacher Role

To successfully apply methods and materials to the student's individual needs, a teacher must be familiar with many reading methods and approaches. This book is designed to provide insights to nine different reading approaches: basal reading, language experience, individualized, linguistic, phonic, alphabetic, programed instruction, preschool reading, and reading approaches for the disadvantaged. Each approach serves as a chapter which (1) provides a definition of the approach, (2) explains the teacher's role, (3) outlines the advantages and disadvantages, (4) briefly discusses research on the approach, and (5) provides a brief summary with following references. (HS)

**ED 067 623** CS 000 159
*Stoll, Patricia Donath*
**The Construction and Initial Validation of an Instrument Designed to Assess Problem Solving Proficiency in the Teaching of Reading.**
Pub Date 71
Note—204p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,399, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Methods Courses, *Problem Solving, Reading, Reading Achievement, *Reading Research, *Reading Tests, *Teacher Education
Identifiers—Criterion Related Validity

The objectives of this investigation were: (1) to construct test problems which assess skill in resolving problems in teaching reading, (2) to develop criteria for assessing performance on these problems, and (3) to explore the usefulness of the constructed problems in discussing the professional skills of those who teach reading. Data on construct validity were obtained by correlating the total and subtest scores of 32 preservice teachers with measures of verbal and general aptitude and by subjecting the subtest scores of 454 subjects to factor analysis. The constructed total tests were found to have a Kuder-Richardson formula 20 coefficient of .90 and a coefficient of equivalence corrected for restricted range of .96. Six subtests showed weak positive relationships to either verbal or general aptitude measures. Factor analysis indicated that the problem-solving test measures several related but distinct subskills. Although present evidence does not conclusively warrant its use as a predictor of teacher effectiveness in the classroom, the instrument does discriminate effectively among groups varied in amount and relevance of training in teaching reading. (Author/WR)

**ED 067 624** CS 000 160
*Birlem, Ellen D.*
**Methods of Summer Reading Instruction in Relation to Changing Attitudes and Abilities of Children.**
Pub Date 71
Note—149p.; Ed.D. Dissertation, State University of New York at Buffalo
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-28,032, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Affective Behavior, *Individualized Reading, Reading Achievement, *Reading Instruction, Reading Research, *Reading Skills, Sequential Reading Programs, *Summer Programs, Summer Schools
Identifiers—*Summer Reading Instruction

Since many summer reading programs emphasize mechanical reading skills, it was felt that a less orthodox approach to summer reading instruction would yield more information on their relative effect on achievement. The experimenter avoided the usual emphasis on the development of a sequence of skills by devising a program of individualized, high interest, pleasurable prose and compared the affective and academic results of this personalized program with a skills-centered approach to summer reading instruction. One hundred summer school subjects were randomly assigned either to an experimental individualized reading program or to a control skills-oriented program. Attitude and ability were measured in pretests and post tests. It was found that one dependent variable, attitude toward reading, showed significant differences after treatment, favoring the experimental group. It was concluded that the individualized reading program is a desirable and effective method of instruction for a summer reading program. (Author/DI)

**ED 067 625** CS 000 161
*Brooks, Ruth Ann*
**An Investigation of the Relationship Between Reading Interest and Comprehension.**
Pub Date 71
Note—127p.; Ph.D. Dissertation, The Ohio State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-15,177, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Cloze Procedure, Elementary Education, *Grade 6, Males, Reading Achievement, *Reading Comprehension, Reading Diagnosis, *Reading Improvement, *Reading Interests, *Reading Research, Reading Tests

It was hypothesized that a positive relationship exists between a reader's interest in a passage and his level of comprehension of it. The subjects, 90 sixth grade boys of at least average ability, read a pre-test passage and indicated their interest and comprehension by writing in the deletions for the previously read passage as it appeared in cloze form. After the pretest, the subjects read five passages, indicating which one of each of two was more interesting when each passage was paired with each of the other passages in the series, and their comprehension was indicated by the same process as in the pre-test. It was concluded that there was no statistical difference between interest and comprehension, and therefore they were not related. Interest may influence selection of material read, but apparently degree of interest does not influence degree of comprehension. Factors other than interest alone, it is suggested, are significant in determining comprehension. (Author/DI)

**ED 067 626** CS 000 162
*Holmes, Elizabeth Ann*
**A Study to Determine the Effects of Pre-Reading Comprehension and Post-Reading Comprehension of Black High School Seniors.**
Pub Date 71
Note—159p.; Ed.D. Dissertation, The University of Oklahoma
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,109, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Curriculum Design, *Grade 12, Intellectual Development, Multicultural Textbooks, *Negro Students, Negro Teachers, *Racial Differences, Reading Ability, Reading Achievement, *Reading Comprehension, *Reading Improvement, Reading Instruction, Reading Research, School Integration, Secondary Education

An investigation was conducted into the difference between two levels of comprehension: that which black high school seniors bring to the reading of English prose and that which they achieve from actual reading. A pre- and post-test treatment was administered. No significant difference was found between pre- and post-reading comprehension of these students as a group, by instructional levels and by sex. Six recommendations were made: (1) future research is needed with subjects from an integrated school and with subjects having all black teachers; (2) this study might be replicated in different school districts and states; (3) the level of pre- and post-comprehension of high school students be researched in other subject areas; (4) teachers should establish a method of determining prereading comprehension; (5) research is needed to see if black students would benefit from more exposure to diversified multiethnic and multicultural materials; and (6) curriculum and methods need to be designed to create more intellectual stimulation, thereby improving reading skills. (Author/DI)

**ED 067 627** CS 000 163
*Rakes, Thomas A.*
**A Readability Analysis of Reading Materials Used in Adult Basic Education.**
Memphis State Univ., Tenn. Reading Center.
Pub Date [72]

Note—93p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Basic Education, *Adult Reading Programs, *Readability, Reading Achievement, Reading Comprehension, Reading Development, Reading Level, *Reading Materials, Reading Research, Reading Tests
Identifiers—*Dale Chall Readability Formula, Fry Readability Graph, Gunning Fog Index
This appraisal of the readability of materials used by Adult Basic Education (ABE) teachers determines readability by using the Dale-Chall Readability Formula, the Fry Readability Graph, and the Gunning Fog Readability Formula. An introductory chapter states the problem, defines terms, and presents the importance, hypotheses, design, limitations, assumptions, and organization of the study. Chapter 2 is a review of related literature; chapter 3 describes the procedures used; chapter 4 is a presentation and interpretation of the data; chapter 5 contains a summary, conclusions, and recommendations. A bibliography and four appendixes are included. The study found that formula estimates, teacher judgments, and publisher ratings do not consistently support each other when measuring the readability of instructional materials. The data suggests that ABE teachers need to use a combination of assessment measures to select the best instructional materials. It is suggested that research comparing the predicted reading difficulty of materials with adult reading performance be undertaken. (DI)

**ED 067 628** CS 000 164
**Model Programs, Compensatory Education. Diagnostic Reading Clinic, Cleveland, Ohio.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—DHEW-OE-72-78
Pub Date 72
Note—25p.
Available from—Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Catalog No. HE 5.237:37081, $0.20)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Compensatory Education, *Disadvantaged Youth, Individualized Reading, Inservice Education, Reading, Reading Ability, Reading Achievement, *Reading Diagnosis, *Reading Programs, *Remedial Reading, Urban Education
Designed to treat reading problems which are beyond the scope of regular classroom reading instruction, the clinic program provides for short, moderate, and long term remediation. Diagnosis of pupils referred by the schools is conducted by a team consisting of a reading clinician, psychologist, nurse and speech and hearing specialist. Based on the diagnostic screening, a highly organized instructional plan is written for each child. The child receives his individually prescribed remediation from a certified reading clinician for 1 hour a day, 5 days a week, for his assigned term. The ultimate objective of the clinic is to enable each child to benefit from regular classroom reading instruction upon completion of his remediation term. Children who test within a year of their reading expectancy level are released from the clinic and provided with followup service by special consultants. Inservice training, provision and interpretation of diagnostic and remedial information, and consultative assistance are additional services the clinic provides. The clinic diagnosed about 730 pupils during the 1969-70 school year and remediated 532 of these children. (Author/WR)

**ED 067 629** CS 000 165
**Model Programs, Compensatory Education. Project Conquest, East St. Louis, Illinois.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—DHEW-OE-72-80
Pub Date 72
Note—22p.
Available from—Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Catalog No. HE 5.237:37077, $0.20)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Compensatory Education, *Disadvantaged Youth, Inservice Education, Reading, Reading Ability, Reading Achievement, *Reading Diagnosis, *Reading Programs, Remedial Reading, *Teacher Education, Urban Education
The three primary objectives of the Project Conquest program are (1) to raise the reading ability of mentally able disadvantaged children to where they can function successfully in regular classrooms, (2) to improve their self-concepts and academic aspirations, and (3) to train regular classroom teachers in remedial reading techniques. Children who have the potential to read at grade level but were achieving a year or more below grade level are selected for the program. In 1969-70, Project Conquest served 1,089 children in four "reading programs" (grades one, two, and three) and three "reading clinics" (grades four, five, and six). Forty-five minute sessions of remedial reading instruction are offered 4 days a week at the reading rooms and twice weekly at the reading clinics. The inservice training component of the project prepares regular classroom teachers to use diagnostic and remedial reading techniques. At the end of a year's training the classroom teachers return to their home schools to help problem readers in their classroom and disseminate information to the school staff. On the basis of reading achievement gain scores for the children it was concluded that the program was successful in improving the reading achievement of the pupils it served. (Author/WR)

**ED 067 630** CS 000 166
*Winkeljohann, Sister Rosemary, Ed.*
**Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.**
National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on Reading and Communication Skills.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 72
Contract—OEC-0-72-4636
Note—31p.; Edited for the Committee on Curriculum Bulletins of the National Council of Teachers of English
Available from—ERIC Clearinghouse on Reading and Communication Skills, 1111 Kenyon Road, Urbana, Ill. 61801 (Single copies free while the supply lasts.)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, Curriculum Planning, English Curriculum, English Programs, *Language Arts, *Reading, *Teaching Guides
This book is an annotated list of curriculum guides in the language arts which have been recommended by the Committee on Curriculum Bulletins of the National Council of Teachers of English. The guides are voluntarily submitted to the committee for evaluation and review, and those selected best exemplify good curriculum planning and guide writing according to the criteria developed by the committee. Included are recommended guides for 1970, 1971, and 1972, information on availability of the guides, and the criteria for planning and evaluation developed and used by the committee. (TO)

**ED 067 631** CS 000 167
**Model Programs, Compensatory Education. Remedial Reading Laboratories, El Paso, Texas.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—DHEW-OE-72-78
Pub Date 72
Note—22p.
Available from—Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Catalog No. HE 5.237:37079, $0.20)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Compensatory Education, Disadvantaged Youth, Mexican Americans, Reading, Reading Ability, *Reading Achievement, *Reading Programs, *Remedial Reading, *Student Attitudes, Urban Education
The Remedial Reading Laboratories program was designed to improve the reading achievement of disadvantaged students in grades four through 12 and thereby enable them to profit from regular classroom instruction. The program also aimed at improving the students' self-esteem and self-confidence. In 1969-70 classes were offered to over 1,000 disadvantaged students. Selection of students was based on objective criteria, defined by specially derived formulas. In general, students selected were of average intelligence but were reading from 1 to 1.5 years below their grade level. The majority of the target population served is Mexican-American. Language difficulties often associated with their background complicated the students' reading problems. Remedial labs located in each of the target area schools are staffed by special reading teachers. Students are taught in small groups of about eight pupils for 50 to 60 minutes each day. Classroom procedures are based on the use of individually prescribed instruction. Results of teacher evaluations and follow up studies of students showed an improvement in attitudes toward self and school, and an increased ability to handle grade-level subject matter. (Author)

**ED 067 632** CS 000 168
**PS 115 Alpha One Reading Program, New York, New York. Compensatory Education, Model Programs.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—OE 72-79
Pub Date 72
Note—23p.
Available from—Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0939, $0.20)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, *Grade 1, Reading, Reading Centers, *Reading Development, Reading Diagnosis, *Reading Instruction, Reading Programs, Urban Education
During Public School (PS) 115's 1969-70 academic year, a first-grade class of 27 disadvantaged, inner city youngsters received a special language arts program entitled Alpha One. Alpha One is a commercial initial reading program designed to teach first grade children to read and write sentences containing words of one, two and three syllables, and to develop and strengthen the child's self-esteem in terms of his language skills achievement. A control class of comparable first graders, instructed by an equally qualified and experienced teacher, used the school's regular reading program--the Stern Structural Reading Program. Both programs were selected to meet the special needs of the PS 115 youngsters, many of whom could not speak fluent English when they enrolled in school. At the end of the academic year, the two groups were compared on the Sentence Reading and Word Recognition subtests of the Gates Primary Reading Test. The Alpha One group scored significantly higher in both areas than the Stern group. At the end of the first grade, the Alpha One group was reading at better than the mid-second-grade level, while the Stern group was at about the norm. (Author/WR)

**ED 067 633** CS 000 169
**Project MARS, Leominster, Massachusetts. Compensatory Education, Model Programs.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—OE 72-77
Pub Date 72
Note—20p.
Available from—Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0935, $0.15)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Compensatory Education, Disadvantaged Youth, *Elementary Grades, *Reading, Reading Centers, Reading Development, Reading Diagnosis, *Reading Instruction, Reading Programs, Reading Skills, *Urban Education
Project Make All Reading Serviceable (MARS) offers special reading instruction to over 200 public and parochial school disadvantaged children in grades one through four. The primary objective is to raise the reading performance of students to a level consistent with their potential reading ability. The program also aims to foster

academic motivation and favorable attitudes toward reading. Children served by the program are located in seven target area schools, each of which has a full time remedial reading teacher. Students are admitted to the program on the basis of standardized reading results, daily classroom performance, and the evaluation of teachers and principals. The program utilizes intensive small-group instruction and uses materials and techniques different from those used in the regular classroom. Evaluation of reading achievement improvement was based on pre-test and post-test results on the Word Knowledge and Reading tests of the Metropolitan Achievement Test battery. Test data for academic years 1968-69 and 1969-70 indicated that the program was successful in producing statistically and educationally significant reading gains in second through fourth grade children. (Author)

**ED 067 634** CS 000 170

*Martellock, Helen Anna*

**A Psycholinguistic Description of the Oral and Written Language of a Selected Group of Middle School Children.**

Pub Date 71

Note—160p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,598, MF $4.00, Xerography $10.00)

**Document Not Available from EDRS.**

Descriptors—*Composition (Literary), *Middle Schools, *Oral Reading, *Psycholinguistics, Reading Achievement, *Reading Comprehension, Reading Skills, Semantics, Story Reading, Syntax

Identifiers—*Miscue Taxonomy

Six highly skilled middle school readers read aloud a story from a basal reader, then orally retold the story in their own words, wrote a version of the story, and finally read their own version aloud. Typescripts made from audio tape were compared with typescripts of the written compositions. The oral and written retellings were analyzed for miscues, comprehension, and T-unit segmentation (the minimal terminal unit, i.e., minimal in length and grammatically capable of beginning with a capital letter and ending with concluding punctuation). The miscue analysis of the oral reading indicated that the subjects were making semantic and syntactic changes to clarify the original manuscript. Comprehension of the stimulus story was higher and T-units were longer in the written compositions than in the oral retellings. A relationship was indicated between T-unit length, semantics, and literary style. The T-unit as a unit of analysis was a viable tool in examining oral language for structure and meaning. Several areas of needed research in the relationship between thought and language are indicated in this descriptive study. (Author/DI)

**ED 067 635** CS 000 171

*Berck, Lee Feiman*

**The Relative Effectiveness of Two Methods of In-Service Education in Reading.**

Pub Date 71

Note—165p.; Ed.D. Dissertation, Hofstra University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-10,846, MF $4.00, Xerography $10.00)

**Document Not Available from EDRS.**

Descriptors—*Elementary School Teachers, *In-service Teacher Education, Reading, *Reading Instruction, *Reading Research, *Teacher Attitudes, Teacher Education, Teacher Evaluation

The relative effectiveness of two methods of in-service education in reading was tested in order to provide guidelines for future organization and implementation of in-service courses. The methods tested were in-service education in reading emphasizing participation under both supervision and lecture-discussion (P-S), and in-service education in reading emphasizing a lecture-discussion format alone (L-D). The format for the P-S group consisted of nine sessions of lecture-discussion and six sessions of participation with children under the supervision of the chief investigator or an assistant. Opportunity for self-analysis and feedback was provided by the use of videotape. The format for the L-D group consisted of fifteen sessions of lecture-discussion alone. In addition, the teachers in this group were scheduled to videotape a lesson of their choice on six separate occasions within the period in which the course was given. Results of this study seem to indicate that classroom practice is influenced not so much by in-service education in general as by specific components such as involvement by means of high experience impact activities and immediate feedback. (Author/WR)

**ED 067 636** CS 000 172

*Peterson, Gordon Charles*

**A Study of Library Books Selected by Second Grade Boys and Girls in the Iowa City, Iowa Schools.**

Pub Date 71

Note—200p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-8307, MF $4.00, Xerography $10.00)

**Document Not Available from EDRS.**

Descriptors—*Childrens Books, *Grade 2, Independent Reading, Individual Reading, Reading Habits, *Reading Interests, Reading Materials, *Reading Research, *Sex Differences

Data taken from library circulation records and from personal interviews with 374 second grade boys and 371 second grade girls were analyzed regarding: (1) Which titles were most frequently selected? (2) Which subjects were most frequently selected? (3) What was the quality of the books selected? (4) How many of the books selected were completely read, partially read, or not read at all? (5) Why were books selected and why were they liked or disliked? and (6) What techniques used by the authors and illustrators were most popular? Some of the conclusions were: (1) Stories were most frequently selected by boys and girls; (2) The three specific subjects most frequently selected by boys and girls were fantasy stories about animals, fanciful humorous stories, and modern fantasy stories about people; (3) The quality of books was acceptable, but not very high; (4) Girls read larger portions of the returned books than boys; (5) Both boys and girls reported that they selected books because of the subject and the illustrations; and (6) The literary and artistic techniques found in the books most frequently selected were very similar. (Author/WR)

**ED 067 637** CS 000 173

**Take It from the Beginning: A Primary Reading Guide for the Classroom Teacher.**

San Mateo County Board of Education, Redwood City, Calif.; Santa Clara County Office of Education, San Jose, Calif.

Pub Date Sep 71

Note—173p.

Available from—Santa Clara County Office of Education, Publications Dept., 45 Santa Teresa Street, San Jose, Calif. 95110 ($2.00)

**Document Not Available from EDRS.**

Descriptors—Auditory Discrimination, *Beginning Reading, Curriculum Guides, Individualized Reading, Language Arts, *Language Development, *Perceptual Development, *Primary Education, *Reading Development, Reading Instruction, Sensory Training, Teaching Guides, Visual Discrimination

This guide was developed to meet the corrective reading needs of primary children in the classroom. An integrated organic approach to the teaching of the language arts with as much individualization of instruction as possible is stressed. The suggested instructional method is diagnostic teaching, enabling the teacher to provide the child with successful learning experiences which foster the development of a positive self-concept. Assessment instruments, materials, and activities for teaching the beginning stages of language development, auditory discrimination, visual discrimination, and visual memory are included in the guide. The use of this material will vary with the maturity of the learner. For kindergarten and first grade teachers, the guide outlines the teaching task. For second and third grade teachers, the guide offers suggestions for use with those students who need corrective reading instruction. (See CS 000 174 and CS 000 175 for companion guides.) (TO)

**ED 067 638** CS 000 174

**Reading in the Middle: A Corrective Guide, Grades Four, Five and Six.**

San Mateo County Board of Education, Redwood City, Calif.; Santa Clara County Office of Education, San Jose, Calif.

Pub Date Sep 71

Note—209p.

Available from—Santa Clara County Office of Education, Publications Dept., 45 Santa Teresa Street, San Jose, Calif. 95110 ($2.00)

**Document Not Available from EDRS.**

Descriptors—Auditory Training, Curriculum Guides, Elementary Education, Grade 4, Grade 5, Grade 6, Individualized Reading, *Language Development, Motor Development, *Perceptual Development, *Phonetics, *Reading Development, Reading Difficulty, *Reading Instruction, Reading Level, Sensory Training, Teaching Guides, Visual Learning

The contents of this guide are appropriate for students in grades four, five, and six who are reading about a year below grade level and whose corrective reading needs can be met by the classroom teacher. Three main instructional concerns--assessing oral language proficiency, locating an instructional reading level, and pinpointing phonetic difficulties--are delineated in the guide. Teaching ideas and resources related to these three areas are included. (See CS 000 173 and CS 000 175 for companion guides.) (Author/TO)

**ED 067 639** CS 000 175

**A Reading Skills Guide for Use in the Content Areas at the Junior and Senior High School Level.**

San Mateo County Board of Education, Redwood City, Calif.; Santa Clara County Office of Education, San Jose, Calif.

Pub Date Sep 71

Note—193p.

Available from—Santa Clara County Office of Education, Publications Dept., 45 Santa Teresa Street, San Jose, Calif. 95110 ($2.00)

**Document Not Available from EDRS.**

Descriptors—*Content Reading, Curriculum Guides, *Developmental Reading, Directed Reading Activity, Individualized Reading, Junior High Schools, Reading Assignments, Reading Improvement, *Reading Instruction, *Secondary Education, Senior High Schools, *Study Skills, Teaching Guides, Vocabulary Development, Vocabulary Skills

This guide, designed for use by content area teachers at the junior and senior high school level in their work with students who have minor reading difficulties, contains a number of assessment techniques as well as a variety of approaches and suggestions for teaching. Included are: study guides that are developed around a topic for a specific content area and that are complete in themselves and ready for the teacher to use whenever appropriate; teaching ideas for increasing students' comprehension of content materials; and study skill materials and techniques for classroom instruction that apply to many content areas. Suggestions for individualizing reading assignments, a listing and description of available standardized tests, and a partial list of high-interest, easy-to-read paperbacks for secondary students are included. (See CS 000 173 and CS 000 174 for companion guides.) (Author/TO)

**ED 067 640** 24 CS 000 176

*Gibson, Eleanor J.*

**The Relationship Between Perceptual Development and the Acquisition of Reading Skill. Final Report.**

Cornell Univ., Ithaca, N.Y. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0046

Pub Date Oct 71

Grant—OEG-2-9-420446-1071(010)

Note—104p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Auditory Perception, *Cognitive Development, *Cognitive Processes, Morphology (Languages), Orthographic Symbols, *Perceptual Development, *Reading Processes, *Reading Research, Semantics, Syntax, Visual Perception

The work described in this report is aimed at understanding the role of cognitive development, especially perceptual development, in the reading process and its acquisition. The papers included describe: (1) a theory of perceptual learning, (2) an investigation of the perception of morphological information, (3) the role of categorical semantic information in a visual search task, (4) an

investigation of orthographic structure in a visual search task, (5) the role of both syntactic and semantic information in an experiment involving anagram solution, (6) a comparative study of auditory and visual temporal presentations of Morse-code-like patterns, and (7) the design for an investigation of perceptual ordering strategies in relation to categorization in recall. These studies shift the emphasis in reading research from decoding to realizing the syntactic and semantic information; incorporating the rule systems that differentiate reading from the rote learning; and developing economical, adaptive ways of processing the encoded message. (See CS 000 177.) (Author/TO)

**ED 067 641** 24 CS 000 177
*Gibson, Eleanor J.*
**The Relationship Between Perceptual Development and the Acquisition of Reading Skill. Appendix to Final Report.**
Cornell Univ., Ithaca, N.Y. Dept. of Psychology.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0446
Pub Date Aug 72
Grant—OEG-2-9-420446-1071(010)
Note—31p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Discrimination Learning, *Elementary Grades, Grade 2, Grade 5, *Learning Processes, Perception, *Perceptual Development, Reading, *Reading Research, *Reading Skills
Second and fifth graders were presented with a discrimination learning task in which each of four displays were to be paired with a response button. For one group two of the displays shared a common feature and were paired with the other response button. This common feature condition required a subject to learn only two associations if he perceived and used the two as a collative principle. For another group, the four displays shared no common feature and the four associations had to be learned. Following the original learning task, both groups were given four new displays, with common features for each of two pairs. The displays for half the subjects were printed words having a common feature of rhyme and spelling pattern. For the other half, the displays were pictures representing the words, so the rhyming names of the pictures were the common features. When the displays were words, the fifth graders performed better than second graders. When there was no common feature, fifth graders did not excel second graders. When displays were pictures, fifth graders showed a significant transfer effect. It was concluded that ability to use a common feature economically increases with age and that common spelling patterns have little saliency for second graders. (See CS 000 176.) (Author/WR)

**ED 067 642** CS 000 178
*Abbott, John Courtney*
**A Study of Visual Perceptual Programming Administered by Mothers.**
Pub Date 71
Note—104p.; Ph.D. Dissertation, The Pennsylvania State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-13,805, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Academic Achievement, Kindergarten, *Paraprofessional School Personnel, Parent Child Relationship, *Reading Achievement, Reading Development, *Reading Readiness, Tutoring, *Visual Perception
This study measured the effectiveness of mothers conducting a structured visual perception program with their children under the training and direction of the investigator. The subjects were four- and five-year-old children in an inner-city school district who were randomly assigned to experimental and control groups and tested on the Frostig Developmental Tert of Visual Perception, the Metropolitan Readiness Test, and the Bender Visual Motor Gestalt Test. Results showed that the experimental group made significant gains on the Frostig Test in comparison to the control group, but not on the Metropolitan or Bender tests. This finding suggests that training on the Frostig program did not transfer to another visual perception test or to the measure of academic readiness. The study does conclude that parents, when trained and supervised, can effectively use structured training programs with their children. (Author/DI)

**ED 067 643** 24 CS 000 179
*Puff, C. Richard*
**Conceptual and Subjective Organizational Processes in Human Learning and Memory. Final Report.**
Franklin and Marshall Coll., Lancaster, Pa.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-7-0296
Pub Date Sep 72
Grant—OEG-2-9-480269-1046
Note—99p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cognitive Processes, Concept Formation, *Learning Processes, *Memory, *Retention, Verbal Stimuli
This report describes seven basic experiments designed to further elucidate the nature and function of two types of organization imposed by subjects in a free-recall type of memory task. The experiments involved verbal stimulus materials and employed college students as subjects. The two types of organization investigated were category clustering, or the tendency to remember conceptually related items together, and subjective organization, or the tendency for subjects to develop a relatively consistent sequence of responses across successive recall attempts. The main focus of several studies was the evaluation of the theoretical view that the amount that can be remembered is critically dependent upon the degree of organization imposed in recall by the subject. While three studies supported this view, the results of two experiments ran counter to it. These findings suggest that a general proposition that memory is crucially dependent upon such organization is, at best premature. Studies comparing the two types of organization indicated that conceptual clustering was used more extensively than was subjective organization. Furthermore, the two types of organization appeared to reflect relatively independent strategies, and similarities were found in their temporal characteristics. (Author)

**ED 067 644** CS 000 180
*Guszak, Frank J.*
**Diagnostic Reading Instruction in the Elementary School.**
Pub Date 72
Note—302p.
Available from—Harper & Row, Publishers, 10 East 53rd Street, New York, N.Y. 10022 ($5.95 paper)
**Document Not Available from EDRS.**
Descriptors—Individualized Instruction, *Reading, *Reading Diagnosis, *Reading Instruction, Reading Material Selection, *Reading Programs, *Reading Skills, Teacher Education, Teacher Improvement
This book is divided into five major parts. Part One, "Background: Diagnostic Reading Instruction," discusses some of the common explanations of reading failure and provides a modern reading program in action. Part Two, "What the Diagnostic Reading Teacher Knows," operates on the hypothesis that those who teach reading skills must know such skills. Four chapters, dealing in turn with word recognition skills, comprehension skills, fluency skills, and motivational techniques are included. Part Three, "What the Diagnostic Reading Teacher Determines," discusses the individual learner and how to meet his unique needs. Part Four, "What the Diagnostic Reading Teacher Prescribes," deals with the importance of the proper prescription for the given malady and how the teacher can plan for indirect, pupil-managed learning tasks. Part Five, "What the Diagnostic Reading Teacher Organizes and Operates," provides an observation of a new second-grade teacher as she goes about the task of implementing in her classroom the theory and skill of the previous chapters. (Author/WR)

**ED 067 645** CS 000 181
*Bentall, Grace*
**Remedial Reading: Case Studies.**
Oregon Association for Supervision and Curriculum Development, Salem.
Pub Date Jan 72
Note—21p.
Available from—Oregon ASCD Curriculum Bulletin, P.O. Box 421, Salem, Oregon 97308 ($1.50)
Journal Cit—Oregon ASCD Curriculum Bulletin; v26 n310 p1-18 Jan 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Case Studies (Education), Neurological Defects, Physical Health, Reading, *Reading Diagnosis, Reading Difficulty, *Reading Instruction, *Reading Materials, *Remedial Reading
This monograph discusses actual case studies which demonstrate that children learn in many different ways. The methods used are discussed, and wherever possible, the results of the work are cited. The pamphlet also points out that team work among the medical professions, the parents, the child, and the teacher is needed. The areas covered by the discussion are: (1) "Emotional Problems"; (2) "A Remedial Reading Technique"; (3) "Physical Disabilities"; (4) "Neurological Problems"; (5) "What Schools and School Personnel Can Do"; (6) "What Parents Can Do"; (7) "Books, Games, and Gadgets"; (8) "Why Some Children Don't Read"; (9) "The Remedial Reading Teacher"; and (10) "The Joys of Work." (Author)

**ED 067 646** 24 CS 000 182
*Venezky, Richard L.*
**Language and Cognition in Reading. Technical Report No. 188.**
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0216
Pub Date Jan 72
Contract—OEC-5-10-154
Note—36p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cognitive Processes, Perception, Reading, Reading Ability, *Reading Comprehension, Reading Instruction, *Reading Processes, *Reading Research, Reading Skills, Word Recognition
The preliterate child must acquire from reading instruction at least the following skills: (a) appropriate scanning behavior, (b) letter and word recognition, (c) letter-sound generalizations, and (d) comprehension of written materials, at least to the degree that the reader can comprehend the same message when received aurally. Almost all modern methods for teaching reading include letter-sound learning somewhere in the teaching sequence, although the amount and exact placement of this training account for the central disagreement between methods. Classroom comparisons of different teaching methods have contributed little to a general understanding of reading pedagogy, while more closely controlled laboratory experiments have not been able to simulate the complex interactions of variables which characterize the classroom. A more valid experimental procedure might be to work with existing (or new) programs, altering small, discrete segments of the materials and methods and measuring marginal gain. In this way critical components of an instructional program could be isolated and examined in a "real life" situation. This is, in essence, what Piaget has advocated under the title "experimental pedagogy." (Author)

**ED 067 647** 24 CS 000 183
*Koehler, John, Jr.*
**Novel Word Decoding in Kindergarteners as a Function of Decoding Strategy and Segmentation-Blending Training Form.**
Southwest Regional Library for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-TR-44
Bureau No—BR-1-0756
Pub Date Oct 72
Note—12p.; Part of this paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Beginning Reading, *Decoding (Reading), *Kindergarten Children, Pattern Recognition, *Phonics, Reading, *Reading Research, Reading Skills
Group training on segmentation-blending training forms (SB) in conjunction with strategies for

decoding novel words (WD) was assessed in kindergarteners. Neither the WD or SB factor was found to significantly affect novel word decoding performance, although the results indicated that the sounding out SB form led to considerable success in word decoding where the WD strategy required treating C, VC and CC, VC as elements in CVC and CCVC word forms. There was a significant tendency to decode the single letter more than multiple letter elements of the WD strategies. Because of limitations on subject sampling and training, these findings were considered mainly as providing hypotheses for further research work on word attack skills. (Author)

**ED 067 648** CS 000 184
*Jones, John Paul*
**Intersensory Transfer, Perceptual Shifting, Modal Preference, and Reading. Reading Information Series: Where Do We Go?**
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—48p.
Available from—International Reading Association, Six Tyre Avenue, Newark, De. 19711 ($1.00 member, $1.50 nonmember)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Decoding (Reading), *Learning Modalities, Reading, *Reading Achievement, *Reading Research, *Sensory Experience, *Sensory Integration
Modality research is of major importance to the field of reading; it has directed attention to three factors: intersensory transfer, intersensory perceptual shifting, and modal preference. This paper provides a critical review of the most pertinent research relating each of these factors to reading achievement. No attempt is made to review studies which focus on auditory perception or visual perception alone. Rather the review is confined to those studies which explore various modal relationships, largely auditory versus visual. The review of literature is followed by a synthesis of basic conclusions to be drawn from the research, including its major weaknesses. The final section of the paper is devoted to recommendations for further research in the three areas. A citation bibliography is appended. (Author)

**ED 067 649** CS 000 185
*Cooper, Charles R.*
**Measuring Growth in Appreciation of Literature. Reading Information Series: Where Do We Go?**
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—30p.
Available from—International Reading Association, Six Tyre Avenue, Newark, Del. 19711 ($1.00 member, $1.50 nonmember)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Affective Behavior, Content Analysis, *Literature Appreciation, *Poetry, *Prose, *Reading Research, Validity
This monograph is written primarily for the researcher. It reviews a number of attempts to measure appreciation of literature. The measurements are grouped in two categories: (1) discrimination among poems or prose extracts, and (2) content analysis. Following the review is an evaluation of the limitations and possibilities of these measures. The monograph concludes with specific recommendations for further research into the problem of measuring growth in appreciation of literature. (Author)

**ED 067 650** CS 000 186
*Gall, Meredith D.*
**The Use of Questions in Teaching Reading.**
Pub Date 72
Note—52p.; Unpublished manuscript
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Research, *Inquiry Training, *Questioning Techniques, *Reading, Teacher Education, *Teaching Techniques
This review describes some of the main research findings and issues that center around teachers' use of questions in classroom instruction. The paper is divided into sections dealing with: (1) the classification of questions by type, (2) teachers' questioning practices, (3) effects of teachers' questions on students' behavior, (4) students' questions, and (5) programs to improve teachers' questioning skills. Each section contains a separate review of the literature, a critical synthesis, and recommendations for future research. (See related document CS 000 187.) (Page 40 may be illegible.) (Author/TO)

**ED 067 651** 24 CS 000 187
*Gall, Meredith D.*
**The Use of Questions in Teaching. Teacher Education Division Publication Series. Report A70-9.**
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2931
Pub Date 70
Contract—OEC-4-7-062931-3064
Note—16p.; Reprinted in Review of Educational Research, 1970, v40 p707-21
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Research, *Inquiry Training, *Questioning Techniques, *Teacher Education, *Teaching Techniques
This study surveys the use of questions in the classroom over a fifty-year period. It reveals that the main trend has been the development of techniques to describe questions used by teachers. The present state of research knowledge deals with the incidence of teachers' questions, the relative frequencies with which various types of questions are asked, and taxonomies describing questions which teachers ask. Suggested contributions which can be made by researchers interested in improving the quality of classroom teaching include development of taxonomies based on the types of questions which should be asked; identification of desired changes in student behavior; determination of whether new questioning strategies have the impact on student behavior which is claimed for them; implementation of effective teacher-training programs in the strategy and use of questioning techniques; and the fostering of inservice training programs in questioning skills. (See related document CS 000 186.) (Several pages may be light.) (Author/TO)

**ED 067 652** CS 000 188
*Acosta, Robert (Kelly), Comp. Lindsay, Marie R., Comp.*
**The Principal and the Miller Unruh Reading Program, 1971-1972.**
San Mateo County Board of Education, Redwood City, Calif.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date 72
Note—39p.; A resume of conferences sponsored by the California State Dept. of Education
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Beginning Reading, Individualized Instruction, Individualized Reading, *Inservice Teacher Education, Primary Education, *Principals, Reading, Reading Difficulty, *Reading Improvement, *Reading Programs, *Remedial Reading
Identifiers—*Miller Unruh Reading Act of 1965
The Miller-Unruh Basic Reading Act of 1965 expresses the commitment of the California State Legislature to helping children in the primary grades learn to read successfully. Specific objectives of the Act are the prevention and correction of reading disabilities at the earliest possible time in the educational career of the pupil. The long-range goal is the development of a reading program to meet each child's individual needs in the public schools. Realizing the importance of the principal's role in the success of such a program, the Bureau of Elementary and Secondary Education sponsored inservice training programs to strengthen the elementary principal's supervisory responsibility to the Miller-unruh specialist teacher reading program. Each of the regional conferences focused on the following aspects: (1) common techniques for administering the program, (2) organizational patterns in the elementary schools, (3) current research findings that have implications for inservice training, (4) current trends in program development, (5) evaluation designs pertinent to academic and affective measures of reading achievement, and (6) program direction to be considered for the coming school year. This publication summarizes the presentations made by the session leaders at these conferences. (Author/TO)

**ED 067 653** CS 000 189
*Thomas, Sylvia Louise*
**An Analysis of a Reading Rate Improvement Program in Grades Two, Four, and Six.**
Pub Date Aug 72
Note—136p.; Ed.D. Dissertation, Montana State University
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Elementary Grades, Grade 2, Grade 4, Grade 6, Intelligence Quotient, Reading, *Reading Achievement, *Reading Comprehension, *Reading Research, *Reading Speed, Sex Differences
The problem of this study was concerned with instruction in reading rate acceleration and the effects upon comprehension. Correlates of reading achievement, sex, IQ, age, and interest were also considered. A six-week reading rate training program was completed by the three experimental classes randomly selected in each of grades two, four, and six in Havre, Montana, schools. Standardized pre-tests and post-tests of reading rate and comprehension were administered to the nine experimental classes and nine control classes, involving 407 students. Results indicated that pupils in the grade two experimental group made a significant gain in comprehension following six weeks of reading rate training. Variation of age within the second grade experimental group showed an inverse relationship to comprehension gain. In grade four the experimental group evidenced both a rate and comprehension gain significant at the five percent level of significance. When the groups were equated on the variable of IQ, the significant differences on rate and comprehension in grades two and four remained. None of these differences appeared to be differentiated by the sex variable or affected by the interest factor during the rate training period. (Author/WR)

**ED 067 654** CS 000 190
**Reading: Summary. National Assessment of Educational Progress. A Project of the Education Commission of the States. Report 02-R-00.**
Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date May 72
Note—170p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Critical Reading, Decoding (Reading), *Reading, *Reading Ability, *Reading Achievement, Reading Comprehension, *Reading Processes, *Reading Skills, Reading Speed, Vocabulary
The National Assessment of Reading was not based on any one particular approach to the subject of reading. Its primary assumption was that information would help anyone who is interested in reading--regardless of his approach to the subject--determine for himself how well Americans read. The results of this assessment are reported according to a number of themes which unite groups of exercises assessing different aspects of the reading process or different skills involved in the development of reading ability. Nine basic themes were developed: (1) word meanings, (2) visual aids, (3) written directions, (4) reference materials, (5) significant facts in passages, (6) main ideas and organization of passages, (7) inferences from passages, (8) critical reading of passages, and (9) reading rate. Objectives were developed for each of the nine themes, and they became the framework for which the reading exercises were developed. The results for both themes and objectives demonstrated that some groups exhibited a higher achievement than others on specific reading skills and that any given group exhibits higher achievements on some types of reading skills than on others. (WR)

**ED 067 655** CS 200 020
*Moyer, Charles R.*
**Literature, Freshmen, and Morality.**
Minnesota Council of Teachers of English, Duluth.
Pub Date 68
Note—9p.
Journal Cit—Minnesota English Journal; v4 n3 p38-46 Fall 1968
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Administration, *College Freshmen, Higher Education, *Literature, *Moral Criticism, *Moral Issues

The controversy of assigning a supposedly licentious book to students is a relentlessly repetitious one, which does, however, involve important assumptions. The discussion of these assumptions may allow the controversy to be continued with a degree of cogency usually lacking. Those who condemn such books feel that the image of the college will be tarnished. This is a "public relations" problem in that a book, if it has an important place in the heritage of thought and culture, should be represented regardless of the community's expectations; however, the college must have rational grounds for its conduct. Three assertions remain: (1) literary choices are to be made in moral terms and on moral grounds; (2) a college should seek to impart moral or spiritual enlightenment to its students; and (3) the justification of college study lies in its relevance to the contemporary world. Since the issues of today are extreme in their intensity and the authority of the church has diminished, the college may be tempted to assume the responsibility that religion once assumed. The adoption of these assumptions is to assume impossible expectations, and in so doing, the one task there is hope of performing could easily be deserted, i.e., the encouragement and development of the "health of the intellect." (JF)

**ED 067 656** CS 200 112
*Brown, Royal S., Ed.*
**Focus on Godard.**
Pub Date 72
Note—190p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632 (cloth $5.95, paper $2.45)
**Document Not Available from EDRS.**
Descriptors—*Autobiographies, Bibliographies, Books, *Creative Art, Essays, *Film Production, *Films, Photography
Identifiers—*Godard (Jean Luc)
This Film Focus series presents selected information about the respected and controversial French filmmaker Jean-Luc Godard and his films. Information is documented through reports of interviews, reviews, essays, and commentaries. Included are filmographies of Godard's films, beginning in 1954 and continuing through 1972. Also, there is a selected bibliography which includes listings of stills from films, works by Godard, and books about Godard, plus articles and reviews of specific films. An index completes the book. (GR)

**ED 067 657** CS 200 116
*Richie, Donald S., Ed.*
**Focus on Rashomon.**
Pub Date 72
Note—185p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632 (cloth $5.95, paper $2.45)
**Document Not Available from EDRS.**
Descriptors—Bibliographies, Books, Creative Writing, *Essays, Fables, *Films, *Japanese, Photography, *Scripts
Identifiers—*Rashomon
This Film Focus series is a collection of reviews, essays, and commentaries on the Japanese film Rashomon. The plot consists of an attack, a rape, and a robbery, all of which probably occurred during the Middle Ages. Each character relates his own version of what happened, or might have happened, revealing the outward and inner driving forces, frailties, and emotions controlling man's existence. There are chapters by many well-known authors, such as Bosley Crowther, Richard Griffith, and Tadao Sato, who express their views and interpretations of the intent and effect of the film. Added features are a selected bibliography, an interview with the director Akira Kurosawa, a filmography of his works, a synopsis of the plot, a content outline, cast of characters, an extract from the script, and stills from the movie. (GR)

**ED 067 658** CS 200 117
*Williams, Sherley Anne*
**Give Birth to Brightness. A Thematic Study in Neo-Black Literature.**
Pub Date 72
Note—252p.
Available from—The Dial Press, 750 Third Avenue, New York, N. Y. 10017 ($6.95)
**Document Not Available from EDRS.**
Descriptors—American Literature, Authors, Books, *Creative Writing, *Literary Genres, *Literary History, Negro Attitudes, Negroes, *Negro Literature, Race Relations
Identifiers—Neo Black
This is a study of black writers in America, and it calls attention to the recent trend away from the traditional attitudes of black writers, which involved writing about their experiences in terms of a white audience. This regenesis is the rebirth of black literature and the concurrent rebirth of the attitude and actions of the black people with respect to their social, and moral, and economic relationship to the combined black and white community. The black leader, the black hero, and the black rebel protagonist became synonymous in writings and real life. Exemplary writings of James Baldwin, LeRoi Jones, and Ernest J. Gaines depict the evolution/revolution being stimulated and communicated to the rest of society through music, musicians, poetry, literature, and the theater. In addition to the writings contained in this book, a bibliography of the works of these and other authors is included under the following breakdown: fiction, drama, autobiographies, poetry, anthologies, and history (social). (GR)

**ED 067 659** CS 200 118
*Dupuis, Mary Miles*
**A Transformational Analysis of Low Achievers' Writing at the Ninth and Eleventh Grade Levels.**
Pub Date 71
Note—95p.; Ph.D. Dissertation, The Pennsylvania State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,302, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Composition (Literary), Doctoral Theses, English, Grade 9, Grade 11, Language Styles, *Low Achievers, Teaching Techniques, Test Interpretation, Tests, *Transformations (Language), *Writing Skills
Identifiers—Pearson Product Moment Correlations, SCAT, School and College Ability Test, Sequential Tests of Educational Progress, T Tests
This study assesses an analytical process which seeks to describe the writing style of a student in terms of the four basic transformational operations: addition, deletion, combining, and reordering. Application of the process to writing skills of low achievers in English is evaluated. All ninth and eleventh grade students in the Falls Church, Virginia, High School were asked to write two themes, given the same stimuli and time. Samples of writings of low achievers were then analyzed to see what transformations, operations or combination of operations they had used. Conclusions were that transformational analysis was independent of the standardized test battery in both aptitude and achievement. The sample of low achievers included students with grade averages lower than "C," but with School and College Ability Test (SCAT) scores no lower than one standard deviation below the mean. No differences between grade levels were found in the use of transformational variables. (GR)

**ED 067 660** CS 200 119
*Lickteig, Mary Jane*
**A Comparison of Book Selection Preferences of Inner-City and Suburban Fourth and Sixth Graders.**
Pub Date 72
Note—132p.; Ed.D. Dissertation, University of Oregon
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,922, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Books, Comparative Analysis, Correlation, *Disadvantaged Youth, Doctoral Theses, Grade 4, Grade 6, *Literature Appreciation, *Reading Ability, *Reading Habits, Sex Differences, Student Testing, *Suburban Youth, Tests
Identifiers—Iowa Test of Basic Skills
The purpose of this study was to: (1) compare the book selection preferences of inner-city and suburban fourth and sixth grade children, and (2) determine if children consistently chose books according to categories of literature. Comparison of inner-city and suburban students of the same sex and reading level provided a control for sex and reading ability. The reading abilities were placed in three categories (below level, on level, and above level) and were determined by the grade placement score of the Iowa Basic Skills Test. On the ranking of books: (1) Fourth and sixth grade inner-city and suburban children showed a preference for the science fiction category. (2) The least preferred were books on suburban life and frontier and pioneer stories. (3) The inner-city group showed a preference for Negro fiction more than the suburban students. The Spearman rho was used to measure the degree of association between two variables. Out of 464 students participating, there were 36 correlations: six at each grade level for collection of data. The results of the study indicate no consistent relationship between the book selection preferences of inner-city and suburban children and that children do not choose books consistently according to categories. (GR)

**ED 067 661** CS 200 120
*Marland, S. P., Jr.*
**Educators, Publishers, and Federal Policy.**
Pub Date May 72
Note—16p.; Paper presented at the Annual Meeting of the Assn. of American Publishers (Bermuda, May 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Policy, Educational Research, *Federal Aid, *Federal Government, Financial Support, Information Dissemination, *Instructional Materials, *Material Development, *Publishing Industry, Research, Speeches
Identifiers—PAS, Publishers Alert Service
This is a presentation of current and future government policy concerning the role that the government will play with respect to development, financial support, publication, and distribution of educational material to schools. Publishers and educators are urged to challenge the value and usefulness of existing materials and to improve these in the swiftly changing educational scene. Different kinds of publishers are attracted to different kinds of products. New emphasis concerns policies and procedures for expanded distribution of information gained from Federally supported research projects; liberalized copyright policies; selection of publishers; royalty sharing agreements; promotion of products without unduly favorable treatment; financial support available to try out promising programs in solution of educational problems. PAS (Publishers Alert Service) is to provide early alert for equal access to information on Federally supported research and development products under development, for which arrangements with publishers are being sought. Distribution of this alert may be through trade associations. (GR)

**ED 067 662** CS 200 121
*McGuiness, Thomas P. Heiner, William H.*
**Individualization of Composition Instruction Through the Use of Dictation Equipment and Transformational Sentence-Combining.**
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
Pub Date Apr 72
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, April, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Audio Equipment, Classroom Research, Comparative Analysis, *Composition (Literary), *English Instruction, Grade 7, *Individualized Curriculum, *Individualized Instruction, Language Research, Methods Research, Speeches, Teaching Techniques, *Transformation Generative Grammar, Transformations (Language)
Identifiers—Dictation Equipment for Composition Instruction
Two new aspects of English composition were studied in a 10-week project involving 104 Grade 7 pupils and 4 teachers. One method, the Speaking-Listening-Writing approach involved the use of dictation equipment used by students and teachers in the audio-instructional program. The second experimental method of composition involved a transformational sentence-combining program to replace instruction in formal grammar. Four different conditions of composition instruction were included: (1) audio-instructional approach to composition using sentence-combining instead of a traditional curriculum; (2) audio-instructional approach with a traditional curriculum and sentence-combining method; (3) sentence-combining model, no machines nor teacher feedback used; and (4) "conventional" grammar and composition program. The results indicate that a method of composition instruction which

allows the student to speak their ideas before they write them and also allows the teacher to give individual changes. No indications of any favorable changes in syntactic patterns were found. The consensus concerning the Speaking-Listening Writing approach is that further research is needed. The appendix includes references on transformational sentence-combining, audio instruction, and general information. (GR)

**ED 067 663** CS 200 122
*Wong, Jean H.*
**Chinese-American Identity and Children's Picture Books.**
Pub Date Jan 71
Note—17p.; Unpublished paper
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bibliographic Citations, *Childrens Books, *Chinese, *Chinese Americans, Cultural Images, *Ethnic Stereotypes, Illustrations, *Literary Criticism, Minority Groups, Minority Role, Preschool Children

A survey was made of all children's books about Chinese, Chinese Americans, or China for pre-kindergarten through third-grade reading level to determine how the books represent the Chinese or Chinese American to the young child. Books included in the study were identified by one or more of the following factors: (1) book title and bibliographic data; (2) Sears Subject Heading; (3) grade reading level; and (4) annotation or resume. An examination of the titles revealed three identifiable themes: Tales and Legends of Ancient China (8 titles); Stories of Pre-WW II China, circa 1920-1935 (7 titles); and Chinese Americans in U. S. Chinatowns (3 titles). The titles are grouped by theme and listed by date of imprint. No picture books were identified as showing life in contemporary China or Taiwan. Results of the survey show that (1) for the most part, the Tales and Legends of Ancient China have been well executed and that Bishop and Wiese's "The Five Chinese Brothers" remains the best known and most popular, exerting strong influence on young children's perceptions of Chinese people; (2) as a group, the stories of Pre-World War II China are old-fashioned and in some cases outdated; Handforth's "Mei Li" was found to be outstanding in this group; and (3) the stories with a U. S. Chinatown setting contain occupational stereotypes; overgeneralize the culture and traditions of Chinese Americans; and show no interaction with the dominant American society, with the exception of Hurd's "The White Horse." It is recommended that authors and publishers be encouraged to produce high quality books that present Chinese and Chinese Americans authentically. (GR)

**ED 067 664** 95 CS 200 140
*Harvey, Robert C., Ed. And Others*
**Annotated Index to the English Journal, First Supplement: 1964-1970.**
National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 72
Note—115p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 47826, $3.25 non-member, $2.95 member)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Annotated Bibliographies, Composition (Literary), English Curriculum, *English Instruction, *Indexes (Locaters), Language, *Literature, Reading, *Resource Materials, Teaching Methods

In this index, which can be used as a guide to professional reading as well as a research tool, 1100 articles that originally appeared in the "English Journal" from 1964 to 1970 are annotated and indexed. Only those items that could be considered "articles" were included, excluding such items as letters to the editors, book reviews, etc. The table of contents is the main avenue of access, dividing the annotations into sections and categories. When an article has more than one major emphasis, it is cross-referenced. The annotations are intended to amplify the titles and briefly describe the content and emphasis of the articles. There are two indexes included: the "Literary Works and Their Authors," which provides quick access to articles discussing particular works or authors, and an "Author Index," which is an alphabetical list of the authors of the articles annotated. (JF)

**ED 067 665** CS 200 141
*Melton, Arthur W., Ed. Martin, Edwin, Ed.*
**Coding Processes in Human Memory.**
Bureau No—BR-8-0293
Pub Date 72
Note—448p.; Papers presented at COBRE (Committee on Basic Research in Education) Workshop held at Woods Hole, Massachusetts, August 2-8, 1971. Published by V. H. Winston & Sons, Washington, D.C.
Available from—Ms Margaret McFarland, Halsted Press, Div. of John Wiley & Sons, 605 Third Avenue, New York, N.Y. 10016 ($12.95)
**Document Not Available from EDRS.**
Descriptors—Developmental Psychology, Educational Psychology, *Learning, *Learning Theories, *Memory, Paired Associate Learning, *Perception, Recall (Psychological), Semantics, Verbal Learning

This collection of papers represents the proceedings of a research workshop on coding processes in human memory held in Massachusetts in August, 1971. The emphasis is on the contemporary issue of coding and particularly on the encoding processes at the time information is stored in memory. This volume is intended for use by research workers and teachers of human memory, learning, and perception, and should also be useful for those interested in applying the latest in basic learning theory to the study of individual differences, educational psychology, and developmental psychology. The 19 papers are categorized into 15 chapters covering such topics as recall versus recognition, conscious constructions, stimulus selection, stimulus encoding, simple recognition memory, multiple encoding, directed forgetting, theories of space perception, language codes, and semantics and lexical memory. Included is a list of contributors as well as an author index of all cited authors and a subject index. (Author/JF)

**ED 067 666** CS 200 142
*Moretz, Sara Anne*
**Relationships of Spelling, Reading and Knowledge of Graphemic Options.**
Pub Date 71
Note—126p.; Ph.D. Dissertation, The Florida State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-21,324, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Correlation, Grade 3, Grade 5, *Graphemes, *Phonemes, *Reading, Reading Achievement, *Spelling, Tests
Identifiers—Graphemic Options Test

The purpose of this study was to determine: (1) Third- and fifth-grade pupils' relative knowledge of certain graphemic options used in American-English orthography to represent selected phonemes presented in "new words," i.e., nonsense words, pronounced orally, and (2) the relationships between this knowledge and the pupils' reading and spelling achievement. A "Graphemic Options Test" (GOT) was developed which contains 40 items, each consisting of a nonsense word pronounced by the examiner and four corresponding graphic nonsense forms appearing on the students' answer sheets. Students responded by crossing out the one graphic form not representing the "word" pronounced. Third-grade pupils (202) achieved a mean raw score of 18.6 on the GOT as compared to a mean raw score of 24.4 by fifth-grade pupils (225). Significant correlations were found between each achievement area (spelling, reading, vocabulary, reading comprehension, and total reading) and GOT scores at each grade level. Among the conclusions drawn were: (1) knowledge of graphemic options is developmental in nature through the fifth-grade level, and (2) there is a positive and significant relationship between third- and fifth-grade pupils' knowledge of the ways sounds are spelled and their reading and spelling achievement. (Author/JF)

**ED 067 667** CS 200 143
*Christensen, Katharine Eleanor Meyer*
**Effects Upon Children's Oral Syntactic Language Development Under Two Kindergarten Programs.**
Pub Date 71
Note—182p.; Ph.D. Dissertation, University of Delaware
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,516, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Analysis of Variance, Females, *Kindergarten, *Kindergarten Children, *Language Development, *Language Experience Approach, Lower Class, Males, Middle Class, *Syntax
Identifiers—Delaware Semi Rural School District, Hollingshead Redlick Index of Social Position

This study was conducted to assess the effects of two kindergarten programs--AK and NK (a regular curriculum with and without an adaptation from the language-experience approach to reading), social class, and sex upon children's oral syntactic language facility after a five-month period. Eighty subjects were distributed among eight classrooms and under four teachers. Forty subjects were assigned to each kindergarten program with social class and sex evenly distributed. Oral language samples were recorded before and after the experimental period. Phonological units were syntactically analyzed, using Hunt's single and multi T-units. There were no significant findings between main effects or first order interactions for changes of mean length of single or multi T-units. Second order interactions were significant at the .05 level for both dependent variables. Among the conclusions it is noted that neither teaching approach, social class status, nor sex exerts a significant effect on the oral language facility of kindergarten children as measured by changes in T-unit length during the first half of the school year. (Author/JF)

**ED 067 668** CS 200 144
*Breed, Paul F., Ed. Sniderman, Florence M., Ed.*
**Dramatic Criticism Index; A Bibliography of Commentaries on Playwrights from Ibsen to the Avant-Garde.**
Pub Date 72
Note—1022p.
Available from—Gale Research Co., Book Tower, Detroit, Michigan 48226 ($20.00)
**Document Not Available from EDRS.**
Descriptors—*Bibliographies, *Drama, *Indexes (Locaters), *Literary Criticism, *Theater Arts

This index to commentaries on modern playwrights and their plays contains approximately 12,000 entries on 300 American and foreign playwrights, the majority of which are from the twentieth century. Intended for the student, this volume is organized in a single alphabetical listing. Under each playwright's name is a general section where full-length studies are listed as well as references to briefer commentaries in other books. Individual works follow in alphabetical order, with foreign play titles in English. Sources consulted include the PMLA Annual Bibliography, Abstracts of English Studies, and the Annual Bibliography of English Language and Literature. Authors of the commentaries include scholars, critics, literary and theatre historians, playwrights, directors, and journalists. Some play reviews have been included, usually for foreign playwrights on whom little source material was available in English or for plays so recent that little critical material has appeared. Also included are an index of play titles and an index of critics. (Author/JF)

**ED 067 669** CS 200 145
**The Humanity of English. 1972 Distinguished Lectures.**
National Council of Teachers of English, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.
Pub Date 72
Note—140p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 03070, $3.00 non-member, $2.70 member)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Biographies, *English, *English Instruction, *English Literature, Films, Humanism, *Language Arts

This is a collection of lectures by distinguished members of the English profession who were invited to lecture to schools located far from large urban and cultural centers. Included are papers by: John H. Fisher, "Truth Versus Beauty: An Inquiry into the Function of Language and

Literature in an Articulate Society"; Walter Loban, "The Green Pastures of English"; James N. Britton, "Writing to Learn and Learning to Write"; Owen Thomas, "Teaching Children about Language"; George E. Kent, "Selfconscious Writers and Black Folk and Cultural Tradition"; John Ashmead, "New Theories of Film and Their Significance for the Seventies"; and Miriam Goldstein Sargon, "Johnny is Neither Eager Nor Easy to Please." A brief biography of each of the seven lecturers is provided, as well as a list of dates and places where they spoke. (JF)

**ED 067 670** CS 200 146
*Tucker, Shirley A. And Others*
**The Effects of Word Segmentation Schemes on Spelling Acquisition and Retention.**
Pub Date 7 Apr 72
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, Ill., April, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Analysis of Variance, Computer Assisted Instruction, *Educational Research, Grade 3, Grade 4, Grade 5, Paired Associate Learning, *Retention, *Spelling
Identifiers—Bell Telephone Communication System, PDP 7 PDP 9 Computer System, Westinghouse CROW

This experiment was conducted to examine word presentation routines to determine their effectiveness in spelling drills. The design included segmentation or focal unit (letter, chunk, whole word), audio (audio, no audio), and word type (List 1--pronounceable chunks, List 2--pronounced in running speech). Subjects were 48 students in Grades 3, 4, and 5 spelling classes. Computer-assisted spelling drills were utilized for the experiment, in which misspelled words were given one of the six treatments. Retention tests were given at two weeks and six weeks after acquisition. Analysis of variance on learning rates and retention revealed that List 2 words were acquired faster than List 1 words and no variables reached significance on retention tests. T-tests, computed for acquisition of words in single sessions versus acquisition in more than one session, showed that 40 percent were massed and 60 percent acquired in more than one session. Overall t's were significant on the first retention test, indicating that distributed practice was superior to massed; however, on the second test, words were not differentially retained. Analyses of misspellings showed there were no differences in the percentages of misspellings involving errors within the four categories (additions, substitutions, omissions, and reversals). Substitutions were the most frequent error. Latency analyses indicate that correct responses have shorter mean word latencies than incorrect responses. (JF)

**ED 067 671** CS 200 147
*Robbins, J. Albert, Ed.*
**American Literary Scholarship: An Annual, 1970.**
Pub Date 72
Note—432p.
Available from—Duke University Press, 6697 College Station, Durham, North Carolina 27708 ($8.75)
**Document Not Available from EDRS.**
Descriptors—*American Literature, Authors, Drama, Fiction, Folklore Books, *Literary Criticism, Literary Genres, *Literature, *Literature Guides, Poetry

This volume, eighth in the annual series, provides for scholars, students, and general readers a systematic, evaluative guide to current published studies on American literature. Half the chapters summarize the year's published work on individual authors, and half are devoted to genres and periods. The eighteen contributors, acknowledged scholars in their fields, describe and evaluate significant published works, give a sense of trends in scholarship and criticism, and indicate areas for fruitful research. A key to the abbreviations used is provided. An index is also provided, giving references to literary and historical figures referred to throughout the book as well as authors of the works surveyed. (Author/JF)

**ED 067 672** CS 200 148
*Boyle, D. G.*
**Language and Thinking in Human Development.**
Pub Date 71
Note—191p.; Published by Hutchinson Co. (Publishers) Ltd., London, England
Available from—Hillary House Publishers Ltd., 450 Park Ave. South, New York, N.Y. 10016 ($7.50)
**Document Not Available from EDRS.**
Descriptors—*Cognitive Processes, Creativity, Imagery, Intelligence, *Language, Problem Solving, *Psycholinguistics, *Psychology

The past 20 years have seen a resurgence of interest on the part of psychologists in what used to be called "the higher mental processes," with the difference that while the earlier workers were concerned with the power of reasoning, recent interest has centered upon the use of language. The scope of the material that has appeared is frequently confusing and it is difficult to integrate within an accommodating framework. In Parts One (Language and Imagery) and Two (Language and Thinking) of this book attempts to develop a suitable framework. In Part Three (Philosophical Perspective), the philosophical background to the current controversies is sketched. An 11-page bibliography is provided, as well as a subject index and a name index of all authors cited. (Author/JF)

**ED 067 673** CS 200 149
*Johnson, Jarvus Burdett*
**An Analysis of Spelling Difficulties of Common Words Used with High Frequency.**
Pub Date 70
Note—256p.; Ed.D. Dissertation, University of Wyoming
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-13,032, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Data Analysis, *Elementary Grades, *Spelling, Spelling Instruction, *Writing
Identifiers—Improve Your Written Communication Program, Wyoming School Study Council

The major purpose of this study was to determine, from an analysis of the misspellings, some of the difficulties experienced by children in spelling 4140 common words. Five elementary schools in three states were selected for the study. One classroom unit for every grade level from 3 to 6 from each school were chosen for the study. Misspellings of 4140 words from the spellings of 498,177 running words by 479 pupils were analyzed. Findings include: (1) Slightly more than 10 percent of the words caused problems for more than 40 percent of the pupils; (2) Specific areas of difficulty were experienced by at least 25 percent of the pupils misspelling a given word approximately 71 percent of the time; (3) Less than 25 percent of the pupils misspelled the same letter combinations; (4) 27.8 percent of the words, minus the words misspelled by only one pupil, were misspelled in exactly the same way by at least 40 percent of the pupils; and (5) There was a high incidence of a homonym being given for a spelling word. Based on the results, five specific recommendations for instruction are presented. (Author/JF)

**ED 067 674** CS 200 150
*Tolar, Roger Lee*
**An Analysis of Thought and Language in Videotaped Kindergarten Lessons.**
Pub Date 71
Note—139p.; Ph.D. Dissertation, The University of Texas, Austin
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,683, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Analysis of Variance, Cognitive Processes, *Kindergarten, *Kindergarten Children, *Language, *Sensory Experience, Teachers, *Thought Processes
Identifiers—Veldmans Fortran Program ANAVAR

This study was conducted to determine if (1) significant differences occurred in the total thought and language of a kindergarten classroom as a function of subject matter and time across the school year, (2) significant differences existed between the thought and language of the teacher and the children, and (3) significant differences occurred in sensory accompaniments to thought and language as a function of subject matter and time across the school year. The random sample consisted of 44 "language episodes" from 11 videotaped lessons. An instrument was constructed to rate the thought, language and sensory events. The means compared were those computed for each group of episodes from analysis of each successive dependent variable. Independent variables were subject matter and time. It was concluded that thought and language varied significantly from one subject matter to another and also varied significantly with time in school. Thought and language differences of pupils and teacher were most marked in the function category. Language itself seemed a function of role expectations. Sensory accompaniments were less a function of subject matter than of teacher preference and not of time in school. (Author/JF)

**ED 067 675** CS 200 151
**Junior Secondary School: English 8, English 9, English 10.**
British Columbia Dept. of Education, Victoria.
Pub Date 65
Note—107p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Course Content, Curriculum Design, *English Curriculum, Lesson Plans, *Secondary Grades, *Teaching Guides
Identifiers—British Columbia, Canada, Victoria

This curriculum guide for the teaching of English at the eighth, ninth, and tenth grade levels is presented in two sections. The first section, "Junior Secondary English Language," includes: "-General Statement"; "Specific Suggestions"; "Relation of Language and Literature"; "Outline of Courses--English Language 8, English Language 9, English Language 10"; "Summary"; and "Language Reference Books." The second section, "Junior Secondary English Literature," includes: "English Literature 8, English Literature 9"; "Introductory Statement"; "Course Outline"; "Suggestions for Adjusting the Materials for Special Circumstances"; "The Short Story"; "-Drama"; "The Novel"; "Non-Fiction Prose"; "-Poetry"; "Intensive Reading"; "Testing English 9 Literature"; and "English Literature 10." Included in the appendix are suggestions for teachers for encouraging students to memorize poetry, a discussion of different classroom approaches, notes on evaluating and marking essays and examinations, and a literature bibliography for teachers. (JF)

**ED 067 676** CS 200 152
**Senior Secondary School English 1966: English 11.**
British Columbia Dept. of Education, Victoria.
Pub Date 66
Note—40p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Course Content, Curriculum Design, *English Curriculum, *Grade 11, Lesson Plans, *Teaching Guides
Identifiers—British Columbia, Victoria

The English language program presented embodies the research of English language scientists since the beginning of the century and has been designed to increase the student's ability to use the language. This curriculum guide for the teaching of English at the eleventh-grade level is presented in the following manner: "The Language Programme for Secondary Schools," "English 11 - General Introduction," "English 11 (Language)," "English 11 (Literature)," and "Language Reference Books." (Author/JF)

**ED 067 677** CS 200 153
**Senior Secondary School English 1967: English 12.**
British Columbia Dept. of Education, Victoria.
Pub Date 67
Note—24p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Course Content, Curriculum Design, *English Curriculum, *Grade 12, Lesson Plans, *Teaching Guides
Identifiers—British Columbia, Victoria

This curriculum guide for the teaching of English at the twelfth-grade level is presented in two sections. The first section, "Language," includes: "Introductory Statement," "Course Outline," "-Composition/Language Chart," "Oral English," and "Dictionary." The second section, "Literature," includes: "The Resource Course," "Introductory Statement," "Criticism and the Study of Literature," "Course Outline," "Extending the Course," "Teaching Suggestions," and "Developing the Course." Included in an appendix are references for the study of literature for teachers and students. (JF)

**ED 067 678** CS 200 154
**Senior Secondary School English: English Literature 12 (Revised).**
British Columbia Dept. of Education, Victoria.
Pub Date 72
Note—12p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Course Content, Curriculum Design, *English Curriculum, *English Literature, *Grade 12, Lesson Plans, *Teaching Guides
Identifiers—British Columbia, Canada, Victoria
This curriculum guide represents an interim revision of the twelfth-grade English Literature course which will be re-examined after the total Secondary English Programme is revised. It is planned for students who wish to survey the course and to encourage students to study more thoroughly the works of certain authors. The objectives of the course are presented, followed by the course outline, which includes a basic program as well as an enriched program. Prescribed textbooks and scale of issue are provided. The number of hours to be devoted to each period is suggested. (JF)

**ED 067 679** CS 200 155
*Morse, J. Mitchell*
**The Irrelevant English Teacher.**
Pub Date 72
Note—142p.
Available from—Temple University Press, Philadelphia, Pennsylvania 19122 ($6.00)
**Document Not Available from EDRS.**
Descriptors—Articulation (Speech), *Composition Skills (Literary), *English Instruction, Grammar, *Language Usage, Literature Appreciation, Speech Instruction, *Teaching Methods, *Writing Skills
A justification is offered of a professor's belief in the importance of teaching the art of being articulate and the contention that a person who cannot express himself clearly in speech or writing cannot think clearly. The difference between good and bad writing is objectively demonstrable and not dependent upon sociology, morality, or relevance. It is, rather, rhythm, accuracy of vocabulary, and logic. The books considers such topics as "social class in the English class" and "the shuffling speech of slavery: Black English". Popular current literature is examined. A warning is given of the threat to freedom of education filtered for the masses, and an intellectual anti-poverty program is advocated. The joy of words is shown. (LH)

**ED 067 680** CS 200 156
*Ho, Wai Ching And Others*
**An Interim Report on the Youngstown i.t.a. Study Third Year Results (Grade 2).**
Educational Research Council of America, Cleveland, Ohio. Evaluation and Testing Dept.
Pub Date Jul 72
Note—7p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Disadvantaged Youth, *Initial Teaching Alphabet, Kindergarten Children, *Letters (Alphabet), Minority Group Children, *Negro Youth, Orthographic Symbols, Primary Grades, *Reading Ability, *Teaching Programs, *Verbal Communication
Identifiers—Traditional Orthography
Third year results (Grade 2) are reported for the Initial Teaching Alphabet (i.t.a.) study, selected as an experimental reading medium because its symbol-sound consistency makes learning to read a simpler task. Instruction was begun at the kindergarten level. The study investigated whether the i.t.a. program helps improve the reading skills of the inner city black students, and whether the inner city black students can learn to read in kindergarten using the i.t.a. program. At the end of grade 2, the i.t.a. students were found to have achieved significantly higher scores on all the reading subtests of the Stanford Achievement Test than students in Traditional Orthography classes. The study suggests that a combination of introducing reading in kindergarten and the use of i.t.a. in the beginning instruction is one possible answer to reversing the trend of inner city students' falling far behind grade level in reading skills. (LH)

**ED 067 681** CS 200 157
*Rosen, Lynn S.*
**A Study of An In-Service Program for College Teachers of Freshman English.**
Pub Date 72
Note—159p.; Ed.D. Dissertation, The University of Rochester
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-18,845, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*College Freshmen, *College Teachers, *Educational Research, *English Instruction, Higher Education, *Inservice Programs, Learning Motivation, Questionnaires, Student Teacher Relationship
Identifiers—Eastman School of Music, University of Rochester
An in-service program for college teachers of Freshman English is reported as initiated and implemented at the Eastman School of Music, University of Rochester. The point of departure for the program was the assumption that successful student-teacher relationships create conducive learning environments, and that such relationships are predicated upon the recognition of the student as an individual. Information was gathered in questionnaires regarding students' backgrounds and tastes, with literature as the arbitrary area of initial focus. The in-service group met often to share information and experiences. A preliminary assessment of the continuing in-service program was accomplished through post-semester questionnaires, student interviews, and participating teacher interviews. (LH)

**ED 067 682** CS 200 158
*Kraus, Joanna Halpert*
**A History of the Children's Theatre Association of Baltimore, Maryland from 1943-1966.**
Pub Date 72
Note—408p.; Ed.D. Dissertation, Columbia University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,518, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Child Development, *Creative Dramatics, *Drama, *Humanities, Oral Expression, Play, Research Projects, *Theater Arts
Identifiers—Baltimore, *Childrens Theatre Association
A descriptive history is presented of the Children's Theatre Association of Baltimore, an independent community children's theater, focusing on the years 1943-1966, the period in which founder Isabel Burger was in office. The Association's educational goals, influence, and contribution to the community are stressed. A major portion of the research was obtained from unpublished sources. Separate chapters of the study discuss the expansion of artistic activity, community influence, administrative policy, national and international activities of the Association's founder, and Burger's professional activities and the status of the organization since her retirement. Appendices include a chronological listing of all productions and the forms sent to past participants. The study demonstrates that the Theatre's goal of human development through the use of drama and the dynamic personality of the founder had great influence. (LH)

**ED 067 683** CS 200 159
*Feeley, Joan T.*
**Interest Patterns and Media Preferences of Boys and Girls in Grades Four and Five.**
Pub Date 72
Note—180p.; Ph.D. Dissertation, New York University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,628, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Analysis of Variance, *Childhood Interests, Elementary Grades, Factor Analysis, *Interest Research, *Media Selection, Racial Factors, Reading, Sex Differences, Socioeconomic Status, Television
Interest patterns and media preferences (print and television) of boys and girls in grade four and five were studied by subjecting their responses to an interest inventory to separate factor analytic and analysis of variance procedures. The former procedures were used to cluster degree-of-interest responses into larger groupings that could be rank-ordered to describe the interest patterns of the sub-groups; the latter procedures were used to compare the cluster scores of the sub-groups to see if they varied according to race or socioeconomic status. Sex as a factor was determined by inspection of rank-order patterns. General conclusions include: 1) Sex continues to be a major determiner of middle-grade childrens' interests, and boys' and girls' media preference patterns closely resemble their interest patterns. Boys like sports, excitement, and informational content while girls prefer social empathy, fantasy, and content dealing with their recreational interests. Race does not seem to be an important factor affecting children's content interests, but socioeconomics does appear to be a factor influencing children's interest in fantasy. (LH)

**ED 067 684** CS 200 160
*Fenner, James L.*
**Principles of Student-Centered High-School English Teaching.**
Pub Date 72
Note—185p.; Ph.D. Dissertation, New York University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,629, MFilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Behavioral Objectives, *Curriculum Design, *English Instruction, High School Students, *Instructional Programs, Learning Motivation, Secondary Grades, *Self Actualization, *Student Centered Curriculum
Principles of student-centered high school English teaching are developed in which student-centered theory is applied to the content of high school English. According to these principles, self-relaxation releases self-motivation for self-enhancement through significant learning which influences behavior. The teacher is left free to play a facilitative role in which he helps create an acceptant atmosphere. Illustrative procedures are suggested for beginning and for dealing with literature and reading, composition and writing, language, speaking and listening, thinking and values, and evaluation. Procedures to be avoided are also included along with problems and possible solutions. The study suggests that student-centered high school English teaching may be successful and compatible with accepted goals in English teaching. (LH)

**ED 067 685** CS 200 161
**The Puritan Ethic, English: 5114.61.**
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—52p.; An authorized course of instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*American Literature, Bibliographies, Cultural Factors, *English Instruction, Humanities, Literary Genres, Literary History, *Literature Appreciation, Public Schools, *Puritans, Seventeenth Century Literature, Social Influences
Identifiers—*Quinmester Program
An authorized course of instruction in language arts on the Puritan ethic is presented for the Dade County (Florida) public school Quinmester Program. The course consists of an examination through various genre of the lasting effects of the Puritan tradition on the life and literature of the American people. Objectives include using both print and non-print material to identify the component of the Puritan mind, cite examples of the Puritan ethic, and synthesize student experiences in hypothetical situations with the Puritan ethic to predict the probable Puritan attitude. The course content is outlined briefly, followed by detailed teacher strategies to implement the objectives. These suggested strategies comprise the bulk of the report. A substantial section is also devoted to both student and teacher resource materials. (LH)

**ED 067 686** CS 200 162
**Yearbook Production--Editing. English, Journalism: 5115.150.**
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—8p.; An authorized course of instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Business Skills, Cocurricular Activities, *English Curriculum, *Journalism, Language Arts, Periodicals, Public Schools, *Student Publications, Writing Skills, *Yearbooks
Identifiers—Editing, *Quinmester Program

An authorized course of instruction for the Quinmester Program in Dade County (Florida) public schools is given for editing the yearbook. The course is designed as the second year course for yearbook editors and the business staff, with the overall performance objective being the production of a completed yearbook. Subject matter of the course includes an overview of procedures, plan development, assignment of positions and duties, overseeing production, budgeting and managing the sales and distribution, and assisting in preliminary planning for the next year. Teaching strategies are outlined with regard to referring students to refresher work in specific activities, presenting students with activities to promote leadership, presenting them with several campaign strategies, having students critique each other, and reviewing with students procedures on photographer and publisher bid forms. Both student and teacher resources are also given for books, periodicals, pamphlets, and personnel. (LH)

**ED 067 687** CS 200 163
*Reid, Virginia M., Ed.*
**Reading Ladders for Human Relations. 5th Edition.**
American Council on Education, Washington, D.C.; Bacone Coll., Okla.
Pub Date 72
Note—346p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 43303, $3.95 non-member, $3.55 member, paper; Stock No. 43312, $9.00 non-member, $8.10 member, hardback
**Document Not Available from EDRS.**
Descriptors—Annotated Bibliographies, *Bibliographies, Childrens Books, *English Instruction, Humanities Instruction, *Human Relations, Language Development, *Literature Appreciation, *Reading Programs, Social Integration, Teachers, *Teaching Guides
Identifiers—Reading Ladders
Updated through the help of teachers, librarians, and other specialists, the book aims at advancing the cause of better human relations through literature, especially drama and fiction. The reading ladders include: 1) Creating a Positive Self-Image, recognizing one's strengths and weaknesses, growing into maturity and accepting oneself, identifying with one's heritage, and developing personal values; 2) Living with Others, considering family relationships, friendships, peer relationships, relationships with others, and alienation and rejection; 3) Appreciating Different Cultures: ethnic, religious, regional, and world; and 4) Coping with Change, including personal, social and economic, and political. Books dealing with each of these particular aspects of human relations are cross-listed in this special bibliography both by theme and age group, and the annotations show their relationship to the ladder in which they are placed. Quoted passages from books for children and young adults are provided in the introductions to each ladder. The instructional strategies include the use of drama, book talks, and book illustrations to further the responses of children and young people to literature. (LH)

**ED 067 688** CS 200 164
*McPhail, Augustine H., Comp.*
**Language Workshop for Secondary English Teachers.**
Pub Date Aug 72
Note—31p.; Papers delivered during the English Language Workshop, Mississippi State University, June, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bibliographies, *English Instruction, Grammar, Institutes (Training Programs), *Language Arts, Phonology, Secondary Grades, *Secondary School Teachers, Speech, *Teacher Workshops, Verbal Communication, Workshops
Papers presented at an English Language workshop represent topics discussed during the institute to inform and assist English teachers in meeting the needs of all the students in the classroom. The papers discuss an introduction to grammar as seen by a linguist, structural grammar, phonology, and transformational grammar. Specific examples are given in each section, and a selected bibliography lists surveys of trends as well as discussions of selected issues and trends. (It appears that one page in the middle of the text is missing.) (LH)

**ED 067 689** CS 200 165
*Goldberg, Maxwell H.*
**Cybernation, Systems, and the Teaching of English: The Dilemma of Control.**
Pub Date 72
Note—70p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 60801 (Stock No. 01321, $2.25 non-member, $2.00 member)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavioral Objectives, Bibliographies, *Computer Assisted Instruction, *Cybernetics, Educational Objectives, *English Instruction, *Instructional Systems, Learning Theories, *Systems Approach
Identifiers—Cybernation
Attention is focused in this rather advanced discussion on human goals and human style in the face of present and anticipated future developments in the computer-based technologies as related to English education. The paper admittedly is not objective. The implications of two hypotheses are discussed: that learning systems are not necessarily a threat to the teaching of English and that learning systems may in fact serve as allies of English teaching. Topics considered include: the distinction between means and ends, teaching machines, systems, computer-related learning systems, reevaluation from teachers and the cybernetics industry, individualization versus individuation, education and control, systems teaching and behavioristic control, reappraisal of educational technology business, and general evaluation of computer-involved learning. (LH)

**ED 067 690** CS 200 166
*Torrey, Jane W.*
**The Language of Black Children in the Early Grades. Studies on Developing Competence in Standard English I.**
Connecticut Coll., New London. Dept. of Psychology.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date Feb 72
Note—160p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Dialects, Early Childhood Education, *English Instruction, Grade 2, Grammar, *Language Development, *Negro Youth, *Nonstandard Dialects, Oral Communication, Primary Grades, Reading Ability, Speech, *Verbal Communication, Writing Skills
Identifiers—*Black English
Since speaking a nonstandard dialect is hypothesized to perhaps put a child at a disadvantage in learning to read Standard English or in understanding material expressed in Standard English, the effect of Black English on performance of school tasks was tested in 27 second graders in a Harlem school. They were interviewed and tested to measure their competence in spontaneous speech, oral and written comprehension, oral reading and explicit grammatical knowledge in Standard English morphemes often missing in Black English. The data show large individual differences in ability to use standard forms and low but significant correlation between speech and reading performance. Instruction in use of the standard forms significantly influenced several performances. (Author/LH)

**ED 067 691** CS 200 167
**Distributive Education 1 - 8726 (Communication Skills Relating to Marketing and Distribution), Department 48: 8726.03.**
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—21p.; An Authorized course of instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Business Education, *Communication Skills, *Curriculum Guides, *Distributive Education, Language Usage, Letters (Correspondence), *Marketing, Oral Communication, Public Schools, Public Speaking, Vocational Education, Writing Skills
Identifiers—*Quinmester Program
An authorized course of instruction for the Quinmester Program in Dade County (Florida) public schools is given for distributive education, communication skills related to marketing and distribution. The objective is to give the student the necessary background in written and oral communication skills. Four blocks define the course. Block I gives a brief review of basic communication components--spelling, vocabulary, and organization. Block II in letter writing deals with qualities of effective letters, business letter components and styles, selling letters, letters of application, and other business communications. The third block focuses on public speaking, including topic selection, audience analysis, purpose and organization, resource materials, and delivery of speech. Block IV gives Quinmester post-tests, and an appendix provides post-test samples. (LH)

**ED 067 692** CS 200 168
*Miller, Alfreda R.*
**Yearbook Production, English, Journalism: 5116.153.**
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—12p.; An Authorized course of instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Business Skills, Cocurricular Activities, *English Curriculum, *Journalism, Language Arts, Public Schools, *Student Publications, Writing Skills, *Yearbooks
Identifiers—*Quinmester Program
An authorized course of instruction for the Quinmester Program in Dade County (Florida) public schools is given for yearbook production. This advanced class is for staff who assign and supervise all photography, write and edit all copy, sell advertising and subscriptions, and handle the publication finances. Specific teaching strategies are given for organizing the staff, submitting the budget, selling the yearbooks, planning the layout, editing the photographs, and making the dummy. Resources are listed for both students and instructor, with State-adopted textbooks, periodicals, pamphlets, and film included. (LH)

**ED 067 693** CS 200 169
*Rice, M. Paul Singleton, Clifford G.*
**Henrik Ibsen--Critic of Society, English: 5114.152.**
Dade County Public Schools, Miami, Fla.
Pub Date 72
Note—21p.; An Authorized course of instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Drama, *English Curriculum, Language Arts, *Literature Appreciati n, Public Schools, Realism, Social Problems, Theater Arts, Twentieth Century Literature
Identifiers—Ibsen, Norwegian Drama, *Quinmester Program
An authorized course of instruction for the Quinmester Program in Dade County (Florida) public schools is given for study of Norwegian dramatist and social critic Henrik Ibsen. The course includes an introduction to four dramas which reveal that man's dream of perfection can sometimes lead to destruction, sterility, and estrangement from life. Works to be studied include "Brand," "The Wild Duck," "Ghosts," and "Hedda Gabler." Performance objectives include the examination of the forces which influenced Ibsen, the role of the dramatist as realist and satirist, major themes of each play, and symbolism emphasizing the themes. The course content is outlined briefly, followed by detailed suggestions for teaching strategies to fulfill the class objectives. Specific discussion areas are given for each play. Both student and teacher resource materials are also listed. (LH)

**ED 067 694** CS 200 170
*Tannian, Mary Eileen*
**The Nature of Mythology: Its Place in the English Curriculum.**
Pub Date 71
Note—230p.; Ph.D. Dissertation, The University of Texas at Austin
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,681, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Classical Literature, Creative Thinking, *English Curriculum, Imagination, Language Arts, Legends, Literature Appreciation, *Mythology, *Symbols (Literary), *Thought Processes
The nature of mythology is examined and its place in the English curriculum determined in a study that includes a review of the literature since the early twentieth century. Findings indicate that mythology has been used as a symbolic form--a

mythical mode of thought--or a way of forming reality. Fundamental to the mythical mode of thought are a logic of associative relations, a reality appearance relationship, a technique of substitution, a basic concern with the process of metamorphosis as seen in a cyclic progression, and concern with the tension of opposites. A study of the relationship of mythology and literature revealed the fundamental relationship to be the quality of cyclic metamorphosis, which in its transformations reveals certain recurrent paradigms that can be called archetypal. Suggestions are made for application of these findings in the English curriculum for mythology to play a major role in the education of the imagination. (LH)

**ED 067 695** 24 CS 200 177
*Berdan, Robert Pfaff, Carol W.*
**Sociolinguistic Variation in the Speech of Young Children: An Experimental Study.**
Southwest Regional Library for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SWRL-Prof-Pap-21
Bureau No—BR-1-0756
Pub Date Oct 72
Contract—OEC-0-71-3727
Note—19p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Dialect Studies, *Kindergarten Children, *Negro Dialects, Socioeconomic Status, *Sociolinguistics, Standard Spoken Usage
Identifiers—*Elicitation Procedure
Thirty Black and Anglo kindergarten children from lower and middle income neighborhoods were asked to respond to three different tasks in an effort to investigate seven phonological and syntactical features of Black English and to determine the utility of each elicitation procedure. The interviews consisted of three production tasks which required the child to give some information about a set of pictures; a sentence repetition task which contained the same linguistic constructions; and a storytelling task which elicited continuous, spontaneous speech. The findings were these: (1) three kinds of differences were found between nonstandard usage of Black and Anglo children; (2) forms of nonstandard usage differed in some instances; (3) Anglo children generalized the use of agreement; (4) only Black children used "have" and "do" with no agreement; (5) the rate of nonstandard usage differed between the two groups; (6) Black children more often used the nonstandard form of each construction; (7) nonstandard patterns of usage differed; (8) the implicational relationships among features for Black children did not appear to hold for Anglo children; (9) income level among Black children did not correlate with linguistic usage; and (10) the production tasks appeared to elicit the most fruitful corpus of data. (HS)

**ED 067 696** CS 200 191
*Hackman, Judith And Others*
**Survey of the Mass Media: Curriculum Guide for Stow Senior High School 1971-1972.**
Stow City Schools, Ohio.
Pub Date 72
Note—72p.
Available from—Director, Secondary Education, Stow City Schools, 3732 Darrow Rd., Stow, Ohio 44224 ($2.00)
**Document Not Available from EDRS.**
Descriptors—*Critical Reading, Cultural Awareness, *Curriculum Guides, Journalism, *Listening Skills, *Mass Media, News Media, Periodicals, Propaganda, Publicize, Public Relations, Publishing Industry, Radio, *Secondary Education, Television, Television Viewing
An outline guide for a survey of major mass media--newspapers, magazines, radio, television, movies, books, and advertising--is presented. The course intends to help students develop critical judgement of the media by improving viewing, reading, and listening skills. The objectives include: (1) presentation of the characteristics of each major medium, (2) demonstration of the factors shaping the offerings of each medium, (3) examination of the self-regulatory guides of each medium to determine if these are sufficient to insure quality and service, (4) identification of devices used by any or all of these media to measure or to mold public opinion, and (5) formation of criteria to judge what one receives through all media. The outline includes assignments, study projects, and bibliographies for each medium, a comprehensive bibliography for all of the media surveyed, and a list of additional suggested projects. (Author/DI)

**ED 067 697** CS 200 195
*Johnson, William, Ed.*
**Focus on the Science Fiction Film.**
Pub Date 72
Note—182p.
Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, N.J. 07632 (cloth $5.95, paper $2.45)
**Document Not Available from EDRS.**
Descriptors—Aesthetic Education, *Fantasy, *Fiction, Film Production, *Films, Film Study, Literary Influences, Literature, Realism, *Science Fiction, *Scientific Concepts, Space, Symbols (Literary), Time
This volume is comprised of a collection of essays about the origin and development of the science fiction film, its relation to other kinds of film and to science fiction writing, and its aesthetic value. The essays are arranged in four groups: "Beginnings: 1895-1940s," "Popular Years: The 1950s," "Taking Stock: Some Issues and Answers," and "Moving On: The 1960s and After." The editor maintains that the science fiction film has evolved somewhat erratically, sharing a common origin with other kinds of fantasy film and making use of similar content, the same technical devices, such as special effects and artificial settings, and the same dramatic tones, such as horror and surprise. Science fiction films hinge on a change or changes in the world as known. The changes may be caused by man or may be outside his control, but they are intended to have a rational explanation. The changes often depend on displacements in space or time and on changes in man's environment and in man himself. A chronology juxtaposing developments in science with science fiction writing and films, a filmography, a bibliography, and an index are included. (Author/DI)

**ED 067 698** CS 200 196
*Shayer, David*
**The Teaching of English in Schools 1900-1970.**
Pub Date 72
Note—206p.
Available from—Routledge & Kegan Paul, 9 Park Street, Boston, Mass. 02108 ($7.50)
**Document Not Available from EDRS.**
Descriptors—*Classroom Techniques, Composition (Literary), Creative Writing, *Elementary Education, *English Curriculum, English Instruction, English Literature, Grammar, Linguistic Theory, Literary Criticism, Reading Instruction, *Secondary Education, Social Influences, *Teaching Methods, Tests, Textbooks
Identifiers—*Great Britain
This study of English instruction in Great Britain concentrates on the changes in the last seventy years at the junior and secondary school levels. The author states that a long-term perspective on the study of English-teaching methodology is needed so that poor teaching habits will not be perpetuated and good ones will be encouraged. Relying on textbooks, method books, Board and Ministry reports, and other informed opinion, the author examines the extent of advancement in attitudes toward children's writing, toward work on literature, and toward examinations, and the reasons for the great quantity of grammar work at the junior-senior level. The main emphasis is on changes in classroom methods, but the author also looks at social pressures which have modified the school system and the teaching of English. An analytical bibliography of English anthologies, textbooks, and studies of English is included. (Author/DI)

**ED 067 699** CS 200 197
*Powell, Eva-Lynn M.*
**The Absurdist Vision, English, Contemporary Literature: 5114.148.**
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—24p.; An authorized course of instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Ambiguity, American Literature, Critical Reading, *Drama, Existentialism, *Fiction, Literary Criticism, Literature, *Literature Appreciation, Modernism, Motifs, Satire, Surrealism, *Symbols (Literary), Thematic Approach, *Twentieth Century Literature
Identifiers—*Quinmester Program
This course introduces students to plays and novels of contemporary European and American authors whose works expose the absurdity of conventional social and literary modes but also suggest positive human values. The objectives of the course include: (1) a definition of the meaning of the absurd; (2) an understanding of the absurdist theme of the meaninglessness in man's systems of communication; (3) an identification of some problems of modern man by comparing and contrasting the traditional hero with the contemporary hero; and (4) a recognition, through psychological lessons learned within the literature, of man's inherent character traits. The outline includes a rationale for the course and detailed teaching strategies for each of the objectives. The strategies include readings, informal dramatizations, written assignments, discussions, word games, multimedia presentations, and numerous other techniques. A bibliography of teacher and student resources, including textbooks, professional books, dramas, novels, films, and records, is included. (Author/DI)

**ED 067 700** 24 CS 200 198
*Israel, Everett N.*
**The Role of Non-Verbal Communication in Students' Abstract Understanding of a Technological Concept in Junior and Senior High Industrial Arts. Final Report.**
West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Sep 72
Grant—OEG-3-72-0012 BN-2-C-016
Note—476p.
**EDRS Price MF-$0.65 HC-$16.45**
Descriptors—*Abstract Reasoning, Communications, *High School Students, *Industrial Arts, Junior High School Students, *Nonverbal Communication, Teaching Procedures, Technical Education, Technology, *Verbal Communication
To establish instructional guidelines for enabling junior and senior high school students to develop an understanding of a technical concept, this study sought to determine whether a verbal instructional medium complementing a nonverbal instructional medium would result in the development of a higher level of abstract understanding of a preselected technical concept than the use of either medium alone or the verbal instructional medium supplementing the nonverbal medium. The procedure of the study involved (1) selecting a technical concept, (2) developing a subordinate hierarchy, (3) writing test materials to measure abstract learning, (4) determining the test's reliability, (5) identifying the sample, (6) collecting the data, and (7) analyzing the data. Results of the study indicated that the guidelines used to plan the verbal medium complementing the nonverbal lesson resulted in students acquiring the largest amount of abstract understanding of a technical principle. The results also indicated that intellectual maturation affected students' abilities to develop an abstract understanding of a technical procedure. (Author/DI)

**ED 067 701** 24 CS 200 199
*Hanners, LaVerne*
**A Study of the Effectiveness of Linguistically Oriented Teaching Methods in Correcting Dialectally Derived Errors in the Writing of Black College Students. Final Report.**
Bureau No—BR-2-F-040
Pub Date 6 Oct 72
Contract—OEC-6-72-0719(509)
Note—73p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Analysis of Variance, *Composition (Literary), *Dialect Studies, Distinctive Features, Nonstandard Dialects, Remedial Instruction, *Teaching Methods, Writing Exercises
A group of 46 students from a remedial English workshop at Arkansas Agricultural, Mechanical and Normal College were subjects in a study to determine whether linguistically oriented teaching methods more effectively corrected writing errors of black dialect speakers than traditional teaching methods (using "The MacMillan Handbook"). An effort was also made to validate a procedure for measuring the influence of a divergent dialect upon written free expression. Divided evenly into an experimental and control group, the students were required before and after the semester to

write from dictation 50 sentences which contained 98 opportunities to make dialectally derived errors and to write a three page essay on a selected topic. Non-dialect and dialect errors were tabulated and between-group differences computed. Results indicated a mean reduction of six errors by experimental group students in free writing. They made 8.69 fewer errors per student in the dictated sentences, while the control group reduced the average number by only one. An appendix with a complete listing of errors, test sentences, questionnaires, syllabi for each group, and writing samples is included. (HS)

**ED 067 702** CS 200 200
*Singleton, Clifford G. Rice, M. Paul*
**Facing Life, English: 5113.30.**
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—18p.; An authorized course of instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adolescents, Biographies, *Conflict Resolution, *Curriculum Guides, Fiction, Literature, *Literature Appreciation, Novels, *Secondary Education, Youth, *Youth Problems
Identifiers—Nonfiction, *Quinmester Program
The outline of a course in the investigation of literature (both fiction and nonfiction) which concerns youth facing and overcoming problems of life, with stress upon the novel and biography, is presented. The student is expected, through reading selected literary works, to (1) examine the problems confronted by youth, (2) examine youth's needs and the conditions that can create conflict, (3) defend the importance of a person's confronting his own problems, (4) examine how a fictional or real character found a solution to a problem, and (5) gain help in solving his own problems by an investigation of how youth in fiction and nonfiction solved theirs. The rationale for the course is that the adolescent through studying literature will more clearly understand his likeness to all men by investigating the forces which create such universal conflicts as those between man and man, man and God, man and nature, man and society, and man and himself. Numerous teaching strategies and a bibliography of teacher and student resources including textbooks, supplementary materials, films, records, and filmstrips are included. (Author/DI)

**ED 067 703** CS 200 201
*Hargraves, Richard*
**The Epic Hero, English: 5113.33.**
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—44p.; An authorized course of instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Classical Literature, Cultural Context, Curriculum Guides, *Epics, Fiction, Folk Culture, Historical Criticism, Legends, Literary Analysis, Literary Criticism, Mythic Criticism, *Mythology, *Nationalism, *Psychological Needs, Security, Social Influences, *Symbols (Literary)
Identifiers—Epic Hero, *Quinmester Program
A course outline for a language arts program on the study of the epic hero is presented. The student is to analyze the nationalistic and cultural characteristics of the epic hero and to identify the psychological dependence of peoples of various cultures as they search for identity and worth through the patriarchal figure or symbol. Course objectives include: (1) an understanding of the characteristics of the epic hero stereotype; (2) the ability to interpret myths, epics, and narratives as transformations of the doctrinal essence of the patriarchal symbol to the reality of the cultural hero; and (3) an inference that psychological dependence on charismatic, nationalistic figures is a vicarious extension of a search for identity and worth from self to the larger paternalistic symbol of security and authority. A rationale for the course, detailed teaching strategies, study questions, and a bibliography of main and supplementary texts, reference materials, films, filmstrips, and periodicals are included. (Author/DI)

**ED 067 704** CS 200 202
*McLean, Lou D.*
**Faces for the Actor, English, Drama: 5113.49.**
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—16p.; An authorized course of instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Acting, Curriculum Guides, Dramatics, *Production Techniques, *Secondary Education, *Stages, *Theater Arts
Identifiers—*Quinmester Program
This course is designed to introduce the high school student to straight and stylized make-up techniques for thrust, proscenium, and arena staging. The student is expected to attain a number of performance objectives. He must be able to (1) trace the use of theatrical make-up from primitive times to the present, (2) identify make-up materials, (3) apply a base coat for make-up, (4) apply a proper base, highlights, and lowlights for a particular character, (5) complete make-up for two stages of aging, (6) demonstrate the use of false hair; (7) demonstrate the use of stylized make-up, (8) use latex or other highly specialized materials to complete a character make-up, (9) create a facsimile of a well-known person or character from a play, and (10) design the make-up for major characters in a children's play. A description of the rationale for the course, various teaching strategies for each objective, and a bibliography are included. (Author/DI)

**ED 067 705** CS 200 206
*Brower, Gary L. Foster, David William*
**Haiku in Western Languages: An Annotated Bibliography (With Some Reference to Senryu).**
Pub Date 72
Note—133p.
Available from—Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, N.J. 08882 ($5.00)
**Document Not Available from EDRS.**
Descriptors—*Bibliographies, English Literature, Figurative Language, French Literature, German Literature, *Haiku, Italian Literature, *Japanese, Literature, *Poetry, Portuguese, Romance Languages, Spanish Literature, *Western Civilization
This annotated bibliography of articles and books about haiku is divided into English, Spanish, Portuguese, Italian, French, and German language references. The organization of each section progresses from references for Japanese haiku to references for haiku written in occidental languages and from books to periodical publications. Because of their importance, basic references to the four great Japanese haiku poets (Basho, Buson, Issa, and Shiki) are separated from general entries. The author states that this bibliography reflects the popularity (and problems) of a new poetic form from another cultural tradition during the period of its assimilation into the cultural system and literary expression of the West. An index of authors and translators is included. (Author/DI)

**ED 067 706** CS 500 006
**Oral Communication. Bulletin 721.**
Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.
Pub Date [72]
Note—94p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Course Organization, Discussion Experience, Dramatics, Mass Media, Parliamentary Procedures, Persuasive Discourse, *Secondary Grades, *Speaking Activities, *Speech Curriculum, *Units of Study (Subject Fields)
This bulletin implements the position paper on speech published by the Florida Department of Education (ED 053 133), which is reprinted as an appendix to this document. The bulletin offers guides and outlines for eight courses in speech communication: the basic course, public speaking, discussion, debate, parliamentary procedures, mass communication, interpretation, and drama. Each course guide begins with a statement of philosophy and objectives, outlines each course unit, and ends with a bibliography. The individual course units are presented in terms of objectives, special considerations, alternative student activities, and evaluation procedures. (RN)

**ED 067 707** CS 500 012
*Eadie, William F.*
**Toward a Rhetoric of Postpersuasive Communication.**
Pub Date Apr 72
Note—13p.; Paper presented at Annual Meeting of the International Communication Assn. (Atlanta, Ga., April 19-22, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Communication (Thought Transfer), Educational Improvement, *Interdisciplinary Approach, Paralinguistics, Perception, Personal Relationship, *Persuasive Discourse, *Rhetorical Criticism, *Television Viewing, Verbal Communication
The author points out differences between the historical-critical and the quantitative-empirical methodologies in speech communication. He proposes analysis of postpersuasive discourse as an intermediary ground encompassing these two approaches. Postpersuasive communication is conceptualized as the elements of ethos (credibility) which are separate from the verbal message but contribute to the acceptance of the message. Thus, postpersuasive messages tend to be perceived as either informational or meaningless because of their repetitive or ritualistic nature. The author discusses three situations where postpersuasive transmissions are likely to occur: dyadic, small group, and mass communication. He cites Edward T. Hall's theory of congruence as important in determining the level and verbal quality of transmissions. The author examines the nature of television news with regard to its possible postpersuasive characteristics. Finally, he maintains that communication is an interdisciplinary study, rather than a field independent of others. (Author/RN)

**ED 067 708** CS 500 013
*Greenbaum, Howard H.*
**The Appraisal of Organizational Communication Systems.**
Pub Date Apr 72
Note—44p.; Paper presented at Annual Meeting of the International Communication Assn. (Atlanta, Ga., April 19-22, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administrator Responsibility, *Communication (Thought Transfer), Employer Employee Relationship, *Industrial Relations, Management Systems, *Models, Operations Research, *Organization, *Systems Approach, Systems Development
The purpose of this paper is to present a practical model for maintenance of organizational communication systems through the use of effective appraisal systems. The paper includes a detailed definition of organizational communication, an identification of the components of a communication appraisal system appropriate to such definition, a workplan for communication system appraisal, and a discussion of management's role in the area of communication system appraisal. (Author/LG)

**ED 067 709** CS 500 014
*Campbell, Karlyn Kohrs*
**Critiques of Contemporary Rhetoric.**
Pub Date 72
Note—217p.
Available from—Wadsworth Publishing Co., Belmont, California 94002 ($3.95 paper)
**Document Not Available from EDRS.**
Descriptors—Civil Liberties, Dissent, *Persuasive Discourse, *Political Attitudes, Public Opinion, *Rhetoric, *Rhetorical Criticism, Social Action, *Social Attitudes, Social Discrimination
The purpose of this book is to define characteristics of rhetorical discourse, explain man's capacity to influence and be influenced, and describe the purposes and processes of rhetorical criticism. Representative speech texts, with critiques, are included on the following contemporary topics: withdrawal from Vietnam (Richard M. Nixon); militarization (George Wald); criticism of news media (Spiro T. Agnew); ecology (Paul Ehrlich); black protest movements (Eldridge Cleaver); women's liberation (Jo Freeman); Israeli freedom struggles (Eliezer Ben Yisrael); generation conflicts (Edgar Z. Friedenberg); and politics of the 1960's (Emmet John Hughes). Questions for discussion and brief bibliographies follow each speech. (Author/RN)

**ED 067 710** CS 500 016
*Tate, Eugene D.*
**Student Image, Student Evaluation and Education.**
Pub Date Apr 72
Note—15p.; Speech given at the Annual Meeting of the International Communication Assn. (Atlanta, Ga., April 19-22, 1972)
**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Aspiration, College Role, *Communication (Thought Transfer), Educational Objectives, Models, *Student Centered Curriculum, *Student College Relationship, *Student Evaluation, *Student Teacher Relationship, Teaching Procedures

In this paper the author investigates the function of student evaluation in relation to the educational process. He concludes that traditional approaches are inadequate because they view evaluation as either a static measure of information comprehension or as a coercive tool. The author, instead of viewing education as static, linear communication, suggests that education is a transactional process between professor and student. Evaluation consequently would involve assessing the students ability to decode the professor's message and encode new messages, rather than simply measuring information comprehension. Instead of underestimating the student and using evaluation as a coercive or motivational tool, the author proposes that students possess self-direction and self-control and are capable of setting their own educational objectives and assessing their progress. The author describes several industrial appraisal systems which have served as a basis for developing alternative methods of student evaluation. He reports the results of his actual applications in the college classroom. (LG)

**ED 067 711** CS 500 017

*Clevenger, Theodore, Jr. Matthews, Jack*

**The Speech Communication Process.**

Pub Date 71

Note—206p.

Available from—Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Ill. 60025 ($3.10 paper)

**Document Not Available from EDRS.**

Descriptors—Articulation (Speech), Audition (Physiology), *Communication (Thought Transfer), *Information Theory, *Language Usage, Listening, Nonverbal Communication, Receptive Language, *Speech Skills, *Verbal Communication

The book represents oral communication as a wide spectrum of speech events ranging from daily perfunctory comments to highly structured, formal speeches. The introductory chapter summarizes various approaches to the study of the communication process. The subsequent chapters present: (1) elements of communication language structure, language meaning, voice, perception, listening, message content, and structure; and (2) the social interaction aspects of communication. Finally, the authors present a broad outline of the communication process, presenting models from various points of view. (RN)

**ED 067 712** CS 500 018

*Littlejohn, Stephen W.*

**A Bibliography in Small Group Communication.**

Pub Date Jun 69

Note—78p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Annotated Bibliographies, Decision Making Skills, *Discussion Groups, *Group Discussion, Group Dynamics, *Group Relations, Interaction Process Analysis, Leadership Qualities, *Literature Reviews, Role Playing

This annotated bibliography contains more than 500 citations from sources in various subject areas that relate to small group communication. The sources, all published between 1950 and 1969, include discussion textbooks, expository articles, theoretical writings, experimental studies, and works on the teaching of discussion. The bibliography is divided into six cross-indexed categories. The categories are: general works and texts; leadership qualities and training; variables related to group processes; variables related to tasks and problems; teaching of small group discussion; and miscellaneous topics--applied discussion, public discussion, research methodology, and measurement. (RN)

**ED 067 713** CS 500 019

*Hopper, Robert And Others*

**Speech Characteristics and Employability. Technical Report.**

Texas Univ., Austin. Center for Communication Research.

Pub Date Aug 72

Note—24p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Diction, *Employer Attitudes, Employment Interviews, Employment Qualifications, Language Proficiency, *Nonstandard Dialects, Social Dialects, *Sociolinguistics, *Speech, Speech Skills

This study investigated the hypothesis that an employer's hiring decisions are influenced by certain speech characteristics of prospective employees. Simulated job interviews of four different speakers were played for 62 employers involved in actual hiring. Sets of semantic differential scales were used to measure employer's attitudes towards the speakers. Employers also indicated the probability of hiring the prospective employees for job categories ranging from white collar to manual labor. The results demonstrated that employers seem to base judgments about intelligence, job competence, self-assurance, agreeability, and ethnicity on speech characteristics. The results also indicate that employers' ratings of speech characteristics are fair predictors of employability for higher job categories, but have little predictive value for the manual labor positions. (LG)

**ED 067 714** CS 500 020

*Cowell, Catherine R.*

**Communication--Problem or Mystery?: An Interpretation of the Philosophy of Gabriel Marcel.**

Pub Date 72

Note—15p.; Speech given at the Convention of the Southern States Speech Communication Assn. (San Antonio, Texas, April, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Communication (Thought Transfer), *Existentialism, Humanities, Inner Speech (Subvocal), Interpersonal Relationship, *Linguistic Theory, *Personal Relationship, *Philosophy, Research Methodology, Symbolic Language

Identifiers—*Marcel (Gabriel)

One of the central issues in the philosophy of Gabriel Marcel is the distinction between "-problem" and "mystery." The author claims that speech communication scholars find it necessary to objectify elements of communication in the framework of a problem in order to find answers in the form of systematic theories to explain the phenomenon in question. Marcel, however, treats communication as subjective, which classifies it as a mystery and, therefore, not open to objective methods of investigation. The author explains Marcel's analysis of communication as a facet of man's participation in existence. She concludes with the question as to whether the communications scholar inquires out of curiosity about a problem or, in fact, out of wonder about a mystery. (RN)

**ED 067 715** CS 500 021

*Ritter, Kurt W.*

**The Challenge of Speech Communication in the Elementary Classroom.**

Pub Date Apr 72

Note—16p.; Paper presented at the Convention of the Southern States Speech Communication Assn. (San Antonio, Texas, April 5-7, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Communication Skills, Elementary Grades, Interaction, Language Arts, *Language Skills, *Oral Expression, *Participant Involvement, Teaching Methods, Teaching Procedures, *Verbal Communication

An examination of language arts instruction for the elementary school child, this paper reviews the failures of traditional methods of teaching grammar to develop language competence. As an alternative, the author proposes the oral method, which focuses upon student-centered interaction situations. Such situations would provide the student with opportunities to develop and strengthen his language performance skills through self-motivating and group activities. Using this approach, the teacher would establish an environment which stimulates child discourse. Thus, the elementary classroom would be changed from a teacher-dominated environment of listeners to a dynamic verbal environment in which children explore their language by using it. (LG)

**ED 067 716** CS 500 022

*Ternent, William A.*

**Planning for a Student Directed, Student Evaluated Learning Situation.**

Pub Date Apr 72

Note—15p.; Paper presented at the Convention of the International Communication Assn. (Atlanta, Ga., April, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Communication (Thought Transfer), Educational Objectives, *Educational Strategies, *Effective Teaching, *Individual Development, Self Directed Classrooms, Self Evaluation, *Student Centered Curriculum, Student Role, Student Teacher Relationship

The author describes an approach to course planning combining the fulfillment of instructor responsibilities with student involvement. This approach facilitates the student's self-determination of educational objectives and self-evaluation of achievement. To promote student involvement, the author suggests three requisite conditions: (1) self-directed learning; (2) student's acceptance of responsibility for his own learning; and (3) self-evaluation as a necessary input to self-responsibility in a learning situation. The author supports this approach with materials from contemporary educational philosophy and provides a practical guide for implementation of the approach. (LG)

**ED 067 717** CS 500 023

*Anderson, Loren J.*

**Applications from Research Concerning Audience Measurement in the Basic Speech Course.**

Pub Date Apr 72

Note—14p.; Paper presented at the Convention of the Central States Speech Assn. (Chicago, Ill., April 7, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Attitude Tests, *Audiences, *Communication (Thought Transfer), *Evaluation Techniques, *Interaction Process Analysis, Listening Groups, Oral Communication, Persuasive Discourse, Speaking Activities, *Speech Evaluation

In the first section of this paper, the author presents a rationale for incorporating audience responses as a teaching strategy in the basic speech course. The rationale is based on the goal of the course, which is to modify the student's communication behavior and his sensitivity to the forces which affect the communication process. The author reasons that this goal can best be accomplished if the student is exposed to a situation as similar as possible to a nonclassroom situation. The student in the basic speech course can best be assisted in self-discovery through an inductive approach, whereby data on audience responses to his speaking activities functions as the basis for his discoveries. In the second section, the author presents five examples of audience measurement procedures: the Hovland attention, comprehension, acceptance scale; the Likert-type attitude scales; a general rating scale; a source credibility scale; and a demographic profile, with a sample presented in the appendix. He also provides guidelines for applying audience rating scales in the classroom. (RN)

**ED 067 718** CS 500 024

*Tedford, Thomas L., Ed.*

**Free Speech Yearbook: 1970.**

Speech Communication Association, New York, N.Y.

Pub Date 70

Note—121p.

Available from—Speech Communication Association, Statler Hilton HOTEL, New York, N.Y. 10001 ($2.50)

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Bibliographies, Censorship, *Civil Liberties, *Course Descriptions, *Court Litigation, Dress Codes, *Freedom of Speech, Rhetoric, Symbolic Language

This book is a collection of syllabi, attitude surveys, and essays relating to free-speech issues, compiled by the Committee on Freedom of Seech of the Speech Communication Association. The collection begins with a rationale for the inclusion of a course on free speech in the college curriculum. Three syllabi with bibliographies present guides for courses on the social influence of speech, intellectual freedom and censorship, and freedom and responsibilities of speech. The results of two surveys of student attitudes about free-speech issues are reported. The essays are concerned with current symbolic behavior such as free expression, government control of information, haircuts and school expulsion, and Supreme Court decisions in the 1969-70 term relatin to the First Amendment. The book ends

with a bibliography of articles, books, and court decisions on free speech from July 1969 to June 1970. (RN)

**ED 067 719** CS 500 025
*Samovar, Larry A., Ed. Porter, Richard E., Ed.*
**Intercultural Communication: A Reader.**
Pub Date 72
Note—343p.
Available from—Wadsworth Publishing Company, Inc., Belmont, Calif. 94002 (paper $5.95)
**Document Not Available from EDRS.**
Descriptors—*Communication (Thought Transfer), *Cultural Awareness, Cultural Differences, *Cultural Interrelationships, Interpersonal Competence, Language Role, Nonverbal Communication, *Paralinguistics, *Perception, Social Behavior
The major premise of this collection of articles and essays is that successful intercultural communication is a matter of highest importance if man and society are to survive. The purpose of the book is to create a new understanding of intercultural communication and assist the reader in developing his own skills in this area. The book provides introductory readings in the field of intercultural communication for use by students of speech communication, business, political science, and related disciplines. The book is divided into six closely related aspects of intercultural communication: (1) general concepts; (2) social psychological factors; (3) intercultural language; (4) nonverbal language; (5) effective practices; and (6) research. Each division includes a preliminary synopsis and summary. A list of suggested readings accompanies each article. (Author/LG)

**ED 067 720** CS 500 026
*Fadely, L. Dean Fadely, Patricia R.*
**Leadership Styles: An Experimental Study to Determine the Comparative Effectiveness of Democratic and Autocratic Leadership in Adult, "Real World" Groups.**
Pub Date Apr 72
Note—19p.; Paper presented at the Convention of the Southern States Speech Assn. (San Antonio, Texas, April 5-7, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Communication (Thought Transfer), *Group Dynamics, *Group Relations, Group Unity, *Interaction Process Analysis, Interpersonal Relationship, *Leadership Styles, *Participation, Productivity
To study the effect of democratic and autocratic leadership styles upon the commitment and productivity of voluntary adult groups, eight tenant councils, composed of approximately six persons each, were selected to serve as experimental groups. Trained researchers acting as discussion leaders for each council functioned as either democratic or autocratic leaders. The significant finding of this study was that authoritarian group leaders fostered slightly greater group productivity and commitment to policy proposals than democratic leaders. (Author/LG)

**ED 067 721** CS 500 027
*Kennicott, Patrick C.*
**Sources of Funds for Speech Communication Research: The Federal Government (Part 1) and Private Sector (Part 2).**
Speech Communication Association, New York, N.Y.
Pub Date [71]
Note—97p.
Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 ($2.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Communication (Thought Transfer), *Educational Research, Federal Programs, *Financial Support, *Foundation Programs, Grants, Language Arts, Private Financial Support, *Research Proposals, Resource Allocations
This document provides a review of sources of funds for research and development in speech communication. Part 1 identifies major general purpose federally-sponsored programs funding unsolicited proposals. The report explains the programs and suggests strategies to use when applying for grants from the Office of Education, the National Science Foundation, and the National Foundation on the Arts and Humanities. The appendices include a list of regional OE research offices and addresses; the 1972 OE research budget; a guide to 1972 OE administered research programs; and a selected guide to government agencies and personnel. Part 2 provides a definition and developmental history of private foundations, brief descriptions of fourteen major foundations, and suggestions for securing foundation funds. The appendices for Part 2 include a list of foundation libraries, an outline of how a foundation grant is processed, a classification of research proposal shortcomings, and a list of fields from 1961 to 1970 of grants of $10,000 or more. Both Part 1 and Part 2 conclude with appropriate bibliographies. (Author/RN)

**ED 067 722** CS 500 028
*Zimmerman, L. L.*
**The Aesthetic Dimension of the Theatrical Event: A Practical View.**
Pub Date Apr 72
Note—10p.; Paper presented at the Convention of the Southern States Speech Communication Assn. (San Antonio, April 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Acting, Aesthetic Education, *Drama, Dramatic Unities, *Emotional Response, Expressive Language, Paralinguistics, *Sensory Experience, *Theater Arts, Visual Literacy
The author examines the characteristics of aesthetic factors operative in theatrical art. He views the theatrical event as an auditory, graphic, and kinetic stimulus complex derived from prolonged, violent, emotional situations. The theatrical event is conceptualized as a sign process in which a specific line of dialogue or piece of action functions in a dual manner--cognitively to identify the stage situation and aesthetically to evoke spectator response to the art on its own terms. The author concludes that the theatrical director must not be content to treat characters, events, motives, or dialogues as terminal considerations, but as part of an aesthetic "whole" with inherent, appreciable values. (Author/RN)

**ED 067 723** CS 500 029
*Butler, Jerry*
**Speech Teachers, Black Studies, and Racial Attitudes.**
Pub Date Apr 72
Note—8p.; Paper presented at the Convention of the Southern States Speech Communication Assn. (San Antonio, April 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—African American Studies, *Changing Attitudes, *Cognitive Objectives, *Communication (Thought Transfer), Educational Innovation, *Educational Strategies, Persuasive Discourse, Race Relations, *Racial Attitudes, Racial Discrimination
Identifiers—*Cognitive Dissonance Theory
Using cognitive dissonance theory as a model in the experimental design, the author investigates the effects on student attitudes of Black ethnic culture materials included in speech classes. One hundred eighty students in all-white speech classes from four Illinois high schools were placed in three categories--prejudiced, moderate, and favorable-on the basis of pretest attitude assessment. Subjects were randomly assigned from the three categories to four experimental groups and a control group. Treatment folders containing the same Black culture materials but with different instructions were distributed to the four experimental groups--(1) Exposure (reading of materials), (2) Forced Compliance (writing a pro-black persuasive speech), (3) Forced Choice Affirmative (writing an affirmative debate brief), (4) Forced Choice Negative (writing a negative debate brief). The control group received unrelated materials and wrote a speech. Comparing pretest and post-test results, the experimenter concluded that no speech activity was clearly superior to others in causing attitude change and that Black Studies materials were most successful in changing attitudes of the most highly prejudiced students. (Author/LG)

**ED 067 724** CS 500 030
*Kryston, Victor, Ed. Meares, Portia, Ed.*
**Know What I Mean?**
Pub Date 72
Note—83p.
Available from—International Society for General Semantics, P.O. Box 2469, 509 Sansome Street, San Francisco, Calif. 94126 ($1.95)
**Document Not Available from EDRS.**
Descriptors—*Communication (Thought Transfer), Cultural Awareness, Interaction, *Nonverbal Communication, *Perception, Programing Languages, Secondary Grades, *Semantics, *Verbal Communication, Workbooks
This book explores the question of how we know what we know. The articles, essays, pictures, and practical exercises focus on language, meaning, and the ways in which we communicate. The book is divided into six major divisions: the representative function of words and language; cultural attitudes, values, and assumptions inherent in any given language; the nature of understanding and the self-reflexive quality of words; body language and communicative processes; the implications of electronic and technological change for our information environment--the medium and the message; and the concept of a language for computer programing. Of general interest to all students of language and meaning, this book is of specific use for advanced high school and beginning college instruction. (Author/LG)

# EA

**ED 067 725** EA 004 370
**A Day in the Life: Case Studies of Pupils in Open Plan Schools.**
York County Board of Education, Aurora (Ontario).
Pub Date 70
Note—65p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Case Studies (Education), *Classroom Observation Techniques, Discovery Learning, Educational Research, Elementary Grades, *Open Plan Schools, Program Evaluation, *School Environment, Space Orientation, *Student Behavior, Student Participation, Student Responsibility, *Student Teacher Relationship
The first phase of a study to assess York County's new open plan schools is reported in this document. The study focused on the behavioral outcomes for students exposed to the open plan schools' programs. Three control county elementary schools were matched with the four open plan schools on age, socioeconomic conditions in attendance areas, and general geographic location. Students were randomly selected from these schools and observed as unobstrusively as possible during an entire school day by members of the observation team of seven principals and two master teachers. Observation results indicated a trend for these behaviors to be more readily observable in open plan schools than in the control schools: (1) pupils initiate activities that reflect their personal interests and these activities are given a chance to flourish in the day's activities; (2) pupils make (generally) good use of opportunities to display personal responsibility; (3) cooperative planning (teacher-teacher, teacher-pupil) takes place, and (4) pupils demonstrate the spirit of inquiry by raising pertinent questions. The document contains 10 representative cases out of the 18 made and the 15 completed for the study, a selected bibliography, an explanation of the study methodology, and the principals' statement of the open plan schools' common purposes. Data from all 15 completed case studies are included in various summaries in the concluding chapter. (Author/MLF)

**ED 067 726** EA 004 371
*Killough, Charles Kyle*
**An Analysis of the Longitudinal Effects that a Nongraded Elementary Program, Conducted in an Open-Space School, Had on the Cognitive Achievement of Pupils.**
Houston Univ., Tex. Bureau of Educational Research and Services.
Report No—BERS-R-324
Pub Date Sep 71
Note—113p.; Also available from Bureau of Education Research & Services, College of Education, University of Houston, Houston, Texas 77004 ($3.25)
Available from—University Microfilms, a Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 72-2265, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Academic Achievement, *Achievement Gains, Achievement Tests, Analysis of

Variance, Arithmetic, *Cognitive Development, Concept Formation, *Elementary Schools, Factor Analysis, Longitudinal Studies, *Nongraded Primary System, *Open Plan Schools, Reading Tests, Research Methodology, School Organization, Sex Differences, Test Results, Vocabulary Development

This study was aimed at providing statistical and experiential descriptive data of value to those concerned with the type of elementary school organizational structure and facility that best serves individualized learning. Test subjects consisted of 70 boys and 62 girls enrolled in or graduated from a nongraded open plan elementary school program and facility, with a control group of 68 boys and 67 girls enrolled in or graduated from a traditional elementary school program and facility. Subjects were randomly selected from four elementary schools of the same school system and administered pre-tests at study onset and post-tests after each of the three years of the study. Factorial analysis of variance was used to analyze the independent and interactive effects that sex and type of school program had on the dependent variables of arithmetic reasoning, concepts, and computation; reading comprehension; and vocabulary. Significant effects indicated that after at least two years in the nongraded open space elementary school program, pupils had made significantly better achievement gains in most cognitive areas than had their counterparts in another type of program and facility. These effects continued during the third year. One chapter of this document contains reviews of selected studies regarding individual differences among elementary schools, vertical organization for elementary pupils and for their instruction, and national trends in elementary school organization. A statistical analysis of study results and a selected bibliography are also included. (Author/Editor)

**ED 067 727** 24 EA 004 451

*Templeton, Ian*

**Merit Pay. Educational Management Review Series Number 10.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Nov 72

Contract—OEC-0-8-080353-3514

Note—10p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Achievement, Bibliographies, Differentiated Staffs, Educational Accountability, *Literature Reviews, *Merit Pay, *Merit Rating Programs, *Salary Differentials, *Teacher Evaluation, Teachers, Teacher Salaries

This review discusses arguments for and against merit pay and presents some merit pay programs and proposals. The literature cited outlines the controversy surrounding merit pay, identifying its proponents and opponets; links the merit proposals to the accountability concept; discusses the problems of teacher evaluation; and lists alternative merit pay plans. (Author/JF)

**ED 067 728** 24 EA 004 467

*Cole, Henry P.*

**Process Education: The New Direction for Elementary-Secondary Schools.**

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-1440

Pub Date 72

Contract—OEC-1-7-061440-3062

Note—261p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($9.95)

**Document Not Available from EDRS.**

Descriptors—Changing Attitudes, *Curriculum Development, *Diffusion, *Educational Change, Educational Practice, Educational Quality, Educational Resources, Educational Technology, Elementary Schools, Instructional Materials, Learning Processes, Models, Problem Solving, Role Perception, *Role Theory, Secondary Schools, Teacher Education, *Teaching Skills

Identifiers—Change Strategies, Needs Assessment, *Process Education

Because the meanings of "process" and "education" are extremely connotative and ambiguous, this book was designed to develop an explicit set of goals, definitions, assumptions, justifications, and a rationale for the practice of process education. It is concerned with the practical, logical, and philosophical foundations of process education procedures used to implement the technology into widespread educational practice. Included in the contents are discussions of the values underlying process education, the derivative roles for pupils and teachers engaged in the practice of process education, and means for implementing the practice of process education in elementary schools through the use of existing curriculum and instructional vehicles. The author examines, synthesizes, and organizes much of the philosophical, theoretical, and empirical work that underlies education devoted to the enhancement of thinking and feeling skills, as well as conditions that govern their learning. The book presents a series of models that can provide direction for planning particular implementation and evaluation strategies, designing particular program activities, preparing program proposals for funding by outside agencies, and developing long-range institutional goals. A number of suggestions are provided for using selected curriculum and instructional vehicles as the means to move conventional educational practice toward the general goals of process education. (Author/EA)

**ED 067 729** 24 EA 004 468

*Leacock, Eleanor Burke*

**Primary Schooling in Zambia. Final Report.**

Brooklyn Polytechnic Inst., N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0339

Pub Date Mar 72

Grant—OEG-2-70046(509)

Note—88p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Childhood Attitudes, *Comparative Education, Curriculum, Developed Nations, Developing Nations, *Elementary Education, Ethnic Stereotypes, *Humanization, Observation, Parent Attitudes, Question Answer Interviews, Socialization, Social Reinforcement, *Socioeconomic Influences, Student Teacher Relationship, Teacher Attitudes, Teaching Methods, Teaching Styles

Identifiers—Culture of Poverty, Life Styles, *Zambia

This study inquired into the relationships between (1) the role school plays in preparing children for adult life and the attitudes of children, teachers, and parents toward schooling; (2) the school curriculum and children's out-of-school experiences; and (3) curriculum content and Western influences on teaching styles. This study is a followup of similar research on teaching practices and children's responses in four New York City elementary schools in socially contrasting neighborhoods (middle income black, middle income white, lower income black, and lower income white) that revealed ways in which the socializing feature of the schools hindered the educational function. In the Zambian study, running records were taken of 44 hours of classroom sessions; short interviews were conducted with 454 children; and additional interviews were obtained from 15 teachers, 195 parents, and 18 other adults. (Author/MLF)

**ED 067 730** EA 004 502

*Farquhar, John*

**An Information System for Educational Management: Executive Summary.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Los Angeles Unified School District, Calif.

Report No—R-989-LACS

Pub Date Mar 72

Note—30p.

Available from—Publications Departments, the Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($2.00)

**Document Not Available from EDRS.**

Descriptors—Administrator Role, Computer Programs, Decision Making, *Educational Accountability, Educational Administration, *Educational Planning, Information Needs, *Information Systems, Inservice Education, *Management Information Systems, Principals, *Program Budgeting, Systems Analysis

Identifiers—California, *Los Angeles

Six reports concerning design of an information system to aid the Los Angeles city schools in implementing accountability and program budgeting are summarized. Extensive interviewing and system analysis led to focusing decisionmaking and accountability on the individual school principal, unlike the present centralized decisionmaking and resource allocation. The information subsystem will maintain timely data on (1) all employees and volunteer personnel, (2) program and budget, (3) educational results, and (4) community characteristics. An inquiry subsystem will supply information specifically requested -- exception reports that show atypical attendance, achievement, or expenditures; recurring historical reports; and inquiry reports. A smooth transition from the present centralization and classical accounting methods is facilitated by (1) use of natural language with the computer system, (2) "crosswalks" relating old budget formats to program budget formats, and (3) an inservice training program for district and school administrators. Three alternative hardware/software configurations are evaluated and costed. (Author)

**ED 067 731** EA 004 515

**A Coordinator's "How To Do" Handbook.**

Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.; Washington Technical Inst., Washington, D.C.

Report No—OE-BEPD-Proj-008011

Pub Date Dec 71

Grant—OEG-0-70-4220(725)

Note—95p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Educational Programs, *Guidelines, Human Resources, Human Services, *Instructor Coordinators, Personnel Selection, Program Guides, Public Relations, Pupil Personnel Workers, School Aides, School Personnel, Student Needs, Tutorial Programs, Tutoring, *Volunteers, *Volunteer Training

Identifiers—*Project VOICE

This document was written as a functional guide for those responsible for coordinating volunteers in education and provides the background information needed for setting up, running, and evaluating a volunteer program. Ten chapters cover the procedures for recruitment and promotion, interviewing and placement, orientation, and training of volunteers in the various capacities for which they are needed in the schools; answer questions concerning the identity and role of coordinators; specify the qualifications and public relations skills requisite to the position of coordinator; and provide specifications against which the volunteer program can be measured on a continuing basis. Because it falls outside the responsibility of the volunteer coordinator, the funding aspect of a volunteer program is bypassed. An extensive 10-page bibliography is included. (Author/DN)

**ED 067 732** EA 004 519

*Berty, Ernest*

**Strategy for Change.**

West Virginia State Dept. of Education, Charleston.

Pub Date 72

Note—55p.; Paper prepared for Southern States Work Conference (1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Bus Transportation, Decision Making, Driver Education, Educational Change, Educational Finance, Educational Programs, Equipment Maintenance, Management Systems, *Models, *Organizational Change, Program Planning, *State Departments of Education, *Student Transportation, *Systems Analysis

Identifiers—*Change Strategies

The major purpose of this report is to describe the strategy utilized in the West Virginia State Department of Education to overcome barriers to educational change in an organizational setting. The first part of the report describes two interventions, disposable organization (an ad hoc institution temporarily assembled to solve specific short-term problems) and system analysis, and explains how these two interventions were implemented to bring about desirable changes in the State's school transportation system. The second

part of the report, included in the appendix, is a detailed account of how system analysis applied to an ongoing State education agency program can provide useful information for decision-makers. (Author/MLF)

**ED 067 733** EA 004 522

**Off Campus High School Evaluation. Research Report.**

Bellevue Public Schools, Wash.

Report No—DR-0093/672:250

Pub Date Jun 72

Note—140p.; A publication of the Research Office of the Planning Department

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Adult Education, *Alternative Schools, *Continuation Students, Dropouts, Goal Orientation, Graduation Requirements, *High Schools, Individualized Instruction, Learning Disabilities, *Off Campus Facilities, Parent Attitudes, *Program Evaluation, Reading Improvement, Self Concept, Student Attitudes, Student Characteristics, Student Needs, Student Teacher Relationship

This document describes an alternative high school program developed to provide a continuing educational opportunity for students who had discontinued their education prior to high school graduation. Data collection focus provided comprehensive information about (1) the characteristics of students and applicants, (2) the degree to which the program has been accomplishing its objectives, (3) the nature and effectiveness of curriculum and other strategies, (4) the attitudes of people directly involved, (5) costs, (6) other outcomes, (7) implications, and (8) recommendations. Evaluation procedures included analyzing student records; procuring sample student histories; administering questionnaires to applicants, students, staff, former counselors, former students, and parents; analyzing the curriculum; comparing pre- and post-tests in reading; and analyzing student performance in respect to regularity of attendance, number of credits earned, number graduating, and post school activity. Objectives, strategies, and the content of survey questionnaires are detailed. (Author/EA)

**ED 067 734** EA 004 529

*Lutonsky, Linda*

**Portal Schools Project, First Year Report.**

Council of the Great City Schools, Washington, D.C.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.

Pub Date 31 Jul 72

Grant—OEG-0-71-3354(716)

Note—58p.

Available from—Council of the Great City Schools, 1819 "H" Street, N. W., Washington, D. C. 20006 (Free)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*College School Cooperation, Community Involvement, *Curriculum Development, Diffusion, Educational Change, *Educational Innovation, Evaluation, *Inservice Programs, Management Systems, Multiunit Schools, Parent Participation, Public School Systems, *Teacher Education, Universities

Identifiers—*Portal Schools

This document discusses the theory and philosophy of the Portal School strategy. According to the author, that strategy is a process for making an environment responsive to change; a way of providing a setting in which site, specific and locally determined programs, and theories can be adapted, implemented, and diffused; and a method for closing the credibility gap among representatives of universities, school systems, communities, and professional associations. The author argues that the strategy prescribes the development of improved resources for educating children both at the human (administrators, teachers, university faculty, and paraprofessionals) and material (curriculum) levels in certain schools designated as "Portal." In addition, the report contains material about current activities in the dissemination of information concerning Portal Schools, resource centers and recommendations, a bibliography, and a directory of resource people. (A related document is EA 004 085.) (Author/MLF)

**ED 067 735** EA 004 551

*Goldfarb, Lawrence A. And Others*

**Seven Schools. A Story of Community Action for Better Education by the Young Great Society Building Foundation.**

Young Great Society Building Foundation, Philadelphia, Pa.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 72

Note—95p.

Available from—YGS Building Foundation, 101 North 33rd Street, Philadelphia, Pennsylvania 19104 ($3.00)

**Document Not Available from EDRS.**

Descriptors—Action Programs (Community), *Alternative Schools, Building Conversion, *Community Involvement, Construction Costs, Day Care Services, *Decentralized School Design, Educational Innovation, Ghettos, High Schools, *Humanization, Planning (Facilities), Racial Balance, School Community Cooperation, School Design, School Planning, Site Selection, *Urban Education

Identifiers—Community Centers, Mantua, Scattered Site Schools

Seven schools located in and around an impoverished West Philadelphia community are highlighted. While all seven schools are representative of a movement toward the decentralization of authority, the involvement of people in their schools, and the humanization of the educational process, each is innovative in its own way. The authors first discuss the schools individually, reporting the facts and human dynamics of bringing these schools into existence. Seven people are then profiled whose unique qualities are reflected in one or more of the seven schools; and whose backgrounds, talents, and motivations illustrate the wide range of human potential involved in the creation of these schools. The authors, switching from the role of reporters to architects, then advocate a new attitude toward the architecture of inner-city schools -- one that responds to the realities of street life in the ghetto, low construction budgets, rising construction costs, and a deteriorated environment. They next discuss the development process (buying land and buildings, obtaining construction loans and mortgages, etc.) in terms of the seven schools, and conclude the presentation by offering general advice to those attempting to begin an alternative or to redirect a public school. (Photographs may reproduce poorly.) (Author/MLF)

**ED 067 736** EA 004 554

*Wild, Friedemann*

**Libraries for Schools and Universities. Design & Planning Series.**

Pub Date 72

Note—136p.

Available from—Van Nostrand Reinhold Company, 450 West 33rd Street, New York, N.Y. 10001 ($7.95, paper; $12.00, cloth)

**Document Not Available from EDRS.**

Descriptors—Architects, Architectural Research, *Building Design, *Building Plans, Construction Costs, Facility Guidelines, Facility Requirements, National Libraries, *Planning (Facilities), Reference Books, Research Libraries, *School Libraries, Special Libraries, State Libraries, *University Libraries

This document is one part of a series intended to provide modern pattern books for architects and planners in need of practical solutions to specific problems. Each volume in the series is concerned with structures built for a specific purpose and contains several dozen projects, none more than a few years old, that are good examples of such structures. This volume contains data and plans for 38 different libraries: Ten in the United States, six in Great Britain, one each in Japan and Israel, and the rest in Germany and other European countries. The types of libraries include faculty, institute, university, college, and research; and city, regional, State, and national. The author has emphasized open plan libraries; and a very large range of sizes is represented -- from libraries that require only a few staff members to those that require several hundred. This volume, like its counterparts in the series, is presented in a highly concentrated form and designates the purpose of the building, the type of construction, essential data such as area and number of employees, and all floor plans and elevation information necessary to understand the functioning of the building. A related document is EA 004 559. (Author/MLF)

**ED 067 737** EA 004 555

*Geisinger, Robert W.*

**Reasons for Developing Middle Schools in Pennsylvania and the Implemented Characteristics. A Report.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Research.

Pub Date 71

Note—68p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Boards of Education, Decision Making, Developmental Programs, Educational Administration, *Educational Policy, Instructional Media, *Middle Schools, *Policy Formation, Preservice Education, Questionnaires, *School Districts, Teacher Education

Eighty-eight of the State's school districts were surveyed to discover (1) the reasons that prompted district school boards to organize a middle school, and (2) the characteristics of middle schools implemented in the Pennsylvania middle schools. The response to the study revealed that the reasons for initiating a middle school are multidimensional and that a concept of the middle school was the most significant single factor. However, influential groups (administrators), a precipitating event (a study report, etc.), a strong personality, a problem situation, and general predisposing factors (overcrowding) entered into the reasons for the decisions. The results of the questionnaire and the personal interviews indicate that attempts are being made to implement a developmental concept of a middle school in up to 75 percent of operating middle schools. Respondents state that one problem is the lack of adequate teacher preparation and that teacher training should emphasize the use of technical skills for instruction, the use of media, and the development and use of new curriculums appropriate for use in a developmental school. (Author/MLF)

**ED 067 738** EA 004 559

*Morisseau, James J.*

**The New Schools. Design & Planning Series.**

Pub Date 72

Note—128p.

Available from—Van Nostrand Reinhold Company, 450 West 33rd Street, New York, N.Y. 10001 ($7.95, paper; $12.00, cloth)

**Document Not Available from EDRS.**

Descriptors—Architects, Architectural Research, *Building Design, *Building Innovation, *Building Plans, Construction Costs, Facility Guidelines, Facility Requirements, Flexible Facilities, High Schools, Nursery Schools, Open Plan Schools, *Planning (Facilities), Reference Books, School Architecture, *School Design

This document is one part of a series intended to provide modern pattern books for architects and planners in need of practical solutions to specific problems. Each volume in the series is concerned with structures built for a specific purpose and contains several dozen projects that are good examples of such structures. This volume contains data about and plans for 65 American schools, none more than a few years old, and some still in the process of construction. The ages served by these schools range from preschool through high school. Many of the schools also make provision for adult education programs and other community uses, and there are some schools for special students. Nearly all the schools shown give evidence of the recent transformation from eggcrate school architecture to open plan, flexible design, which transformation this volume documents. No general proposals are provided, only information about actual schools designed to satisfy specific needs. Data concerning project and construction costs are also included. A related document is EA 004 554. (Author/MLF)

**ED 067 739** EA 004 569

*McReynolds, William Peter*

**A Mathematical Model for an Educational System.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date 71

Note—190p.; Occasional Papers-9

Available from—Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) ($5.75)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, Data Bases, *Educational Demand, Educational Economics, Educational Interest, Educational Planning, *Educational Supply, Employment, Employment Level, *Enrollment Influences, Enrollment Projections, Labor Market, *Mathematical Models, Post Secondary Education, *Secondary Education, Simulation, Technology
Identifiers—Canada, *Ontario
The document contents divide into (1) the basic flow model of an educational system and its application to the secondary school system of Ontario and (2) a group of interrelated submodels that describe the entrance to higher education in considerably finer detail. In the first section, the principal variable of the model--the transition proportions--are estimated. This is done by partitioning the population into various categories and estimating the proportion of each category making transitions from one educational or occupational state to another. In the second section, attention is turned to the problem of determining future values of transition proportions in cases where complicated systems of constraints operate on the students. The document presents three closely related but separable submodels that relate to (1) the allocation of places in higher education, (2)the preferences of individual students for the various postsecondary destinations, and (3) the process of competition by students on an examination or set of examinations. The three submodels, taken together, form a method of computing dynamically the postsecondary transitions that would occur under various sets of educational policies with respect to academic standards, capacity limitations, and other less direct influences. (Author/DN)

**ED 067 740** EA 004 571
**Evaluation: Two Studies of SCSD Schools. Building Systems Information Clearinghouse Research Report Number Two.**
Building Systems Information Clearinghouse, Stanford, Calif.
Pub Date Sep 72
Note—48p.
Available from—BSIC/EFL, 3000 Sand Hill Road, Menlo Park, California 94025
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Acoustics, Air Flow, Building Design, Classroom Design, Color Planning, Corridors, Design Preferences, Equipment Evaluation, Lighting, Physical Environment, School Architecture, *School Buildings, *School Construction, *School Design, School Surveys, *Student Attitudes, Systems Approach, *Teacher Attitudes
Identifiers—California, Oak Grove Project, *School Construction Systems Development, SCSD
The first evaluative study is a survey of user -- student and teacher -- response to the School Construction Systems Development (SCSD) schools and to elements of the SCSD building system. Results of the 3,000 person survey are presented both as comparative findings for the 11 SCSD schools involved and as response profiles for each of the schools. Survey data is summarized in graphical form for each school. The second study concerns an attempt to develop a model for an ongoing study of the intricate relationships between the physical environment and educational and behavioral objectives. The purpose of the program studied is to develop a method whereby the science teachers of Oak Grove High School, an SCSD school, may study and improve conditions within their department. Sample survey questionnaires for students and teachers are included at the end of the report. (Photographs may reproduce poorly.) (Author/DN)

**ED 067 741** EA 004 574
*Giles, T. E., Ed.*
**Educational Accountability. Western Canada Educational Administrators' Annual Conference. (3rd, January 1972).**
Alberta Council on School Administration, Edmonton.; Calgary Univ. (Alberta). Dept. of Educational Administration.
Pub Date Jan 72
Note—216p.; Conference sponsored by Alberta Council on School Administration
Available from—Council on School Administration, Barnett House, 11010 - 142nd Street, Edmonton 50, Alberta ($5.00)
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—Administrative Personnel, Boards of Education, *Community Involvement, Conference Reports, Curriculum, *Educational Accountability, *Management Systems, *Merit Pay, *Performance Contracts, Program Budgeting, Program Evaluation, Program Planning, Students, Teachers
Identifiers—Turnkey Operations
This report contains papers by various authors who examine accountability from the perspective of students, teachers, administrators, trustees, and society. The report serves to offer more clarity and dimension to the accountability concept for the administrator seeking knowledge about the emerging patterns of administrative accountability. Other aspects of accountability discussed include (1) accountability in management, (2) performance contracting in turnkey operations, (3) control of accountability through PPBES, (4) control of teacher performance through merit salaries, and (5) involvement of professional and lay groups. (JF)

**ED 067 742** EA 004 576
*Sawchuk, T. J., Ed. McIntosh, R. G., Ed.*
**Revolution to Resolution: New Directions for the Seventies. Western Canada Educational Administrators' Annual Conference. (2nd, Banff, Alberta, October 8-10, 1970.) CSA Monograph No. 1.**
Alberta Council on School Administration, Edmonton.; Alberta Teachers Association, Edmonton.
Pub Date 71
Note—137p.
Available from—Council on School Administration, Barnett House, 11010 - 142nd Street, Edmonton 50, Alberta (Canada) ($5.00, quantity discounts)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Administrative Principles, Administrator Role, Conference Reports, Conflict Resolution, Curriculum Development, Decision Making, *Education, *Educational Change, Educational Planning, *Policy Formation, Political Influences, *Politics, Power Structure, Principals, Public Relations, Resource Allocations, *Socioeconomic Influences
This monograph contains papers that study and assess the societal and political influences that could affect the work of the educational administrator during the next decade. Authored by conference speakers, panel members, and reactors, the papers cover such subjects as (1) the implications of social change for the administrator, (2) the politics of educational change in the seventies, (3) education policy development, (4) educational resource allocation, (5) curriculum development, (6) decentralization of program decisionmaking, and (7) the emerging role of the principal. (JF)

**ED 067 743** EA 004 590
*King, A. J. C.*
**Innovative Secondary Schools.**
Ontario Inst. for Studies in Education, Toronto.
Spons Agency—Queen's Univ., Kingston (Ontario).
Pub Date 72
Note—58p.
Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) ($3.00)
**Document Not Available from EDRS.**
Descriptors—Academic Failure, Administrative Personnel, Cocurricular Activities, Counselors, *Educational Innovation, Grade Point Average, Occupational Choice, *Organizational Change, *Program Evaluation, School Environment, *School Organization, *Secondary Schools, Self Concept, Student Attitudes, Student Centered Curriculum, Student Responsibility, Teacher Attitudes
In this report, four secondary schools with programs varying from innovative to traditional are studied to evaluate the impact of innovation on the learning experience of students. Questionnaires were administered to students and staff, and interviews were conducted with smaller groups. Teacher marks were employed to evaluate student achievement. In addition, interviews were conducted with a random sample of dropouts to determine their perceptions of the climate in their respective schools before they left and their reasons for leaving these schools. To better profile the implication of the four different types of school organization, each school has been reported on separately, and the major subgroupings within each school of students, teachers, guidance personnel, and administrators form the basis for chapter organization. (Author/MLF)

**ED 067 744** EA 004 592
**Student Fees.**
Harvard Univ., Cambridge, Mass. Center for Law and Education.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Mar 72
Note—68p.; Revised edition
Available from—Center for Law and Education, 38 Kirkland Street, Cambridge, Massachusetts 02138 ($2.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Court Cases, Equal Protection, *Fees, Guidelines, *Legal Aid, *Legal Problems, Public Schools, *School Law, Student Rights, Students
This packet is designed to assist legal services offices in challenging fees assessed for textbooks, student activities, materials, or similar items. The material includes (1) draft paragraphs for a complaint in a Federal or State court; (2) excerpts from a brief submitted to the U.S. Supreme Court in support of a petition for writ of certiorari in Johnson vs New York State Education Department from an adverse Second Circuit decision; (3) a copy of the Seventh Circuit's order in Williams vs Page (holding that a cause of action exists in a complaint alleging violation of equal protection); (4) a "model brief" in support of a State court action, and (5) a discovery checklist. (Author/JF)

**ED 067 745** EA 004 595
*Cober, John G.*
**Financing Pennsylvania School Buildings.**
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Research.
Pub Date 71
Note—20p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Assessed Valuation, *Bond Issues, Costs, *Credit (Finance), *Educational Finance, Financial Needs, *School Buildings, *School Construction, School Districts, State Action, Voting
Identifiers—Pennsylvania
This report examines the relative merits of three types of bonds available in Pennsylvania for financing school buildings. These types are: (1) general obligation (GO) -- issued by the school board with or without the assent of electors, (2) municipal authorities created by local municipalities -- authorized to issue bonds to finance building projects, and (3) bonds issued by the State Public School Building Authority (SPSBA). According to the report, under certain conditions such as high financial rating, low debt service, and favorable voter approval, the GO bond usually bears a slightly lower interest rate than the authority bonds. When the financial rating of the school district is poor, the use of SPSBA bonds would probably, according to the author, save the district interest. Costs of some actual issues of the three types of bonds are compared. (JF)

**ED 067 746** EA 004 598
*Geisinger, Robert W. And Others*
**Differentiated Staffing.**
Pub Date Aug 72
Note—33p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Cost Effectiveness, *Differentiated Staffs, Directories, *Educational Change, Educational Technology, Evaluation, Federal Aid, *Information Sources, Models, Multiunit Schools, *Paraprofessional School Personnel, Schedule Modules, *Staff Utilization, Teacher Evaluation, Teacher Qualifications
This report describes school operation changes in scheduling, curriculum, decisionmaking powers, and individualization of instruction that are concurrent with the adoption of differentiated staffing. The author defines differentiated staffing, explains where and at what levels it has been utilized, provides descriptions of results achieved, gives some idea of the cost of implementing differentiated staffing, and provides a rationale for and lists the steps crucial to its implementation. The appendixes contain a directory of school and State departments of education that encourage differentiated staffing, a list of

Federally funded projects, some comparative cost analysis figures between this approach and traditional schools, and a bibliography. (Author/MLF)

**ED 067 747** 24 EA 004 599
*Morse, Philip S.*
**A Survey of Selected, Public, Elementary Open Classrooms in New York State. Final Report.**
Rochester Univ., N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-2-B-014
Pub Date Aug 72
Grant—OEG-2-72-B-014
Note—174p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Administrator Role, Classroom Environment, Cross Age Teaching, *Discovery Learning, *Elementary Schools, Humanization, Individualized Instruction, Integrated Curriculum, Literature Reviews, Models, Observation, *Open Education, Psychological Needs, *Public Schools, Questionnaires, Student Attitudes, *Student Centered Curriculum, Teacher Role
This study attempts to ascertain the extent to which the classrooms reflect a model of open education. The findings are based on an examination of five classrooms and a supplementary analysis of responses to a questionnaire administered to practitioners in 30 school districts. Each classroom is described in terms of the Rathbone model of open education. Nine separate categories for each classroom are compared to the model. Major results for the five classrooms indicate that (1) although all classrooms provide at least some form of individualized instruction, they offer widely different interpretations of a student as his own agent in the learning process; (2) subject areas are not generally integrated; (3) teachers are enthusiastic about multi-age grouping; (4) competition is more pronounced in those classrooms that emphasize group instruction; (5) most children treat failure as a natural occurrence rather than as a threat; and (6) the teacher's role varies considerably in the five classrooms. A review of the literature, a bibliography, and samples of the instruments used in the study are included in the report. (Author)

**ED 067 748** 24 EA 004 600
*Findorff, Irene K.*
**A Study on Linear Programming Applications for the Optimization of School Lunch Menus. Summation Report.**
Tulane Univ., New Orleans, La.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-0-G-024
Pub Date Jul 72
Grant—OEG-7-70-0165(509)
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Computer Programs, *Cost Effectiveness, Data Bases, Food, Food Service, Foods Instruction, *Linear Programing, *Lunch Programs, *Nutrition, Planning
Identifiers—Louisiana, New Orleans, *New Orleans Public Schools
This document summarizes the results of a project at Tulane University that was designed to adapt, test, and evaluate a computerized information and menu planning system utilizing linear programing techniques for use in school lunch food service operations. The objectives of the menu planning were to formulate menu items into a palatable, nutritionally adequate combination at minimum cost. The author did an empirical study of menu planning in the New Orleans Public Schools and found that the use of linear programing reduced raw food expenditures 13 percent over manual planning methods. (Author/DN)

**ED 067 749** EA 004 601
*Knack, Sally S. And Others*
**Mexican American Education in Texas: A Function of Wealth. Mexican American Education Study IV.**
Commission on Civil Rights, Washington, D.C.
Pub Date Aug 72
Note—51p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 0500-0079, $.55)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Assessed Valuation, Civil Rights, Compensatory Education, Disadvantaged Youth, *Educational Finance, Equal Education, *Equalization Aid, Equal Protection, *Expenditure Per Student, Mexican Americans, *Property Taxes, School Taxes, State Aid, Tax Rates
In this report, the author indicates how the Texas school finance system works to the detriment of those districts in which Mexican American students are concentrated. Data for the report were taken from the Civil Rights Commission's 1969 survey of education for Mexican Americans in the southwest and the Department of Health Education and Welfare's 1968 survey of the ethnic composition of school staff and enrollment. According to the data, Mexican American school districts in Texas are handicapped by (1) lower property valuation in Mexican American districts, which results in less revenues although higher taxes are levied; (2) overburdened lower-income Mexican Americans, even at an equal tax rate, because no tax relief is provided; and (3) the failure of State aid under the Foundation Program to equalize the tax burden and to offset disparities in locally raised revenue. On the contrary, according to the author, the Foundation Program contributes to the inequities in local efforts by requiring Mexican American districts to pay more than their rightful share of Foundation costs. A related document is EA 004 602. (Author/JF)

**ED 067 750** EA 004 602
*Flores, Patrick F. And Others*
**School Finance Reform in Texas. A Report to the U. S. Commission on Civil Rights Prepared by the Texas State Committee (An Official Advisory Committee to the Commission).**
Commission on Civil Rights, Washington, D.C.
Pub Date Sep 72
Note—17p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Assessed Valuation, Compensatory Education, Disadvantaged Youth, *Educational Finance, Equal Education, *Equalization Aid, *Expenditure Per Student, Mexican Americans, *Property Taxes, School Taxes, State Aid, Tax Rates
Identifiers—*Texas
This document contains recommendations for changes in the Texas system of educational finance to improve educational opportunity for Mexican Americans and blacks. The report examines alternative methods of finance, focusing on methods for improving the existing property tax system. The authors recommend that the State (1) supervise and control assessment of property; (2) assume the revenue-raising function for public elementary and secondary education; (3) enact personal income and corporate profits taxes; (4) raise its level of per pupil expenditure; and (5) grant aid on the basis of a child's need. A related document is EA 004 601. (JF)

**ED 067 751** EA 004 603
**Policies for Better Advisory Committees. Educational Policies Development Kit.**
National School Boards Association, Waterford, Conn. Educational Policies Service.
Pub Date Sep 72
Note—25p.
Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #72-55, 1-3 kits $2.00, Quantity discounts)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Advisory Committees, *Board of Education Policy, Citizen Participation, Community Action, Community Involvement, *Decisionmaking, *Guidelines, Public Schools
This provides board policy samples and other policy resources on advisory committees. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Topics covered in the samples include use of advisory committees as a means of community involvement in decisionmaking, roles of advisory committees in decisionmaking, composition and tenure of advisory committees, and procedures for advisory committees. (Author/JF)

**ED 067 752** EA 004 604
*Donahue, Oscar, Comp. And Others*
**Innovations in the Public Schools of Santa Clara County, Spring 1972.**
Santa Clara County Office of Education, San Jose, Calif.
Pub Date Sep 72
Note—91p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cross Age Teaching, *Educational Innovation, Educational Practice, *Elective Subjects, Indexes (Locaters), Individualized Instruction, Instructional Innovation, *Instructional Materials Centers, Multigraded Classes, Public Schools, School Surveys, *Team Teaching
This document is a compilation of the responses to an innovations survey form sent to each district and each school administrator in the county. A subject index reflects the variety of innovations reported, and an additional index by school is provided at the end of the compilation. Schools are grouped alphabetically by school district and organized under elementary, junior high, and senior high sections. (Author)

**ED 067 753** EA 004 606
*Fullan, Michael And Others*
**Thornlea: A Case Study of an Innovative Secondary School. Profiles in Practical Education No. 6.**
Ontario Inst. for Studies in Education, Toronto.
Pub Date 72
Note—46p.
Available from—The Ontario Institute for Studies in Education, 252 Bloor Street, West, Toronto 5, Ontario (Canada) ($1.95)
**Document Not Available from EDRS.**
Descriptors—Building Design, Case Studies, *Educational Innovation, *Educational Philosophy, Independent Study, Open Education, School Community Relationship, Secondary Education, *Secondary Schools, Secondary School Students, Secondary School Teachers, Self Actualization, *Social Influences, *Social Relations, Student Characteristics, Student Teacher Relationship, Teacher Administrator Relationship
Identifiers—Ontario, *Thornlea Secondary School
This study focuses on Thornlea Secondary School's social relationships and the way in which they affect the implementation of innovation. The study is largely descriptive and utilizes taped interviews of students, teachers, administrators, and citizens of the community as the primary source of information. The study's concern about innovativeness centers on both the frequency of innovation and the quality of specific innovations. One chapter provides the background and traces the events that led to the establishment of the school, and another chapter discusses the problems associated with the objectives of the various groups in the school. Two other chapters analyze the administrative and social structure of the school and describe various specific innovative practices that have been adopted. In the final chapter, the main implications and conclusions of the study are identified. A descriptive overview, issued by Thornlea for parents and prospective students, is reproduced in the appendix. (Author/DN)

**ED 067 754** 80 EA 004 607
**Education Directory: State Governments.**
Interstate Project for State Planning and Program Consolidation.; Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Aug 71
Note—226p.
Available from—Division of State Agency Cooperation, Bureau of Elementary and Secondary Education, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (Free)
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Administrative Personnel, *Directories, Elementary Education, *Personnel Data, Secondary Education, *State Departments of Education, Technical Education, Vocational Education
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V
This directory lists the principal officers of State education agencies having responsibilities for elementary and secondary education and vocational-technical education in the 50 States and six outlying territories. Information included in this publication was provided by the respective agencies during the spring of 1971. (Author)

**ED 067 755** EA 004 608
**Title I Litigation Materials. A Litigation Packet for Title I of the Elementary and Secondary Education Act. Revised Edition.**
Harvard Univ., Cambridge, Mass. Center for Law and Education.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 72
Note—320p.
Available from—Publications, Center for Law and Education, Harvard University, 38 Kirkland Street, Cambridge, Massachusetts 02138 ($5.00)
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—Citizen Participation, Community Involvement, *Compensatory Education Programs, *Court Cases, *Court Litigation, Disadvantaged Youth, Expenditure Per Student, Federal Aid, *Federal Laws, *Federal Programs, Guidelines
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I
This packet is designed to provide the basic tools for lawyers who may wish to bring suit in Federal court to compel the expenditure of Title I funds in a lawful manner. It covers (1) some general information on Title I purposes and procedures, (2) the requirements for information gathering and analysis, (3) a sample complaint, (4) a memorandum on standing and jurisdiction, (5) the information comparability requirements, (6) the legal status of program guides, (7) some sample interrogatories, (8) the audits and investigations, (9) some types of relief granted, and (10) community participation. A related document is ED 047 403. (Photographs and pages 30-31, 218, 234, and 285 may reproduce poorly.) (JF)

**ED 067 756** EA 004 609
*Stieber, Gertrude N.*
**Economic Status [for School Administrators] 71-72.**
National Education Association, Washington, D.C. Research Div.
Pub Date 72
Note—87p.
Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25494, $2.75, Quantity Discounts)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Administrative Personnel, Counselors, Instructional Staff, Librarians, Principals, *Public School Systems, *Salaries, *School Surveys, Statistical Data, *Tables (Data), Teacher Salaries
This study lists salaries in reporting school districts with enrollments of 6,000 or more. Reported system-by-system are maximum salaries scheduled in 1971-72 for central office administrators and supervisors, counselors, deans, librarians; and assistant and supervising principals in elementary, junior high, and senior high schools. For each reporting school system, an index shows the relationships of the maximum scheduled salaries of principals and other building administrators to the maximum salaries scheduled for classroom teachers. Summary tables showing mean and median maximum scheduled salaries, salary ranges and distributions, and relationships to schedules for classroom teachers are also included. A comparison of the maximum scheduled salaries for classroom teachers and certain administrative and supervisory positions is shown for the years 1963-64 to 1971-72. A related document is ED 049 535. (Author/MLF)

**ED 067 757** EA 004 611
*Adams, Charles F. And Others*
**Financing Education: Who Benefits? Who Pays? Proceedings of the NEA Committee on Educational Finance National Conference on School Finance. (15th, New York, N.Y., March 26-28, 1972).**
National Education Association, Washington, D.C. Committee on Educational Finance.
Pub Date 72
Note—275p.
Available from—Committee on Educational Finance, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 511-20840, $3.50)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Bond Issues, Conference Reports, *Educational Finance, *Equal Education, Equalization Aid, *Federal Aid, Government Role, Performance Contracts, Program Budgeting, Program Planning, Property Taxes, School Budget Elections, *School Taxes, State Action, *State Aid, Tax Allocation, Taxes, Urban Schools
Identifiers—Full State Funding
This document contains papers that discuss (1) the role of the Federal Government in educational finance; (2) some proposals for full State funding of schools; (3) the implications for educational finance of recent State court decisions invalidating inequitable State school finance systems; (4) State plans for financing public schools; and (5) such contemporary issues in school finance as property tax reform, urban school finance, school bond markets, performance contracts, and PPBS applications. A roster of conference participants is appended. A related document is ED 046 082. (JF)

**ED 067 758** EA 004 612
*Diamond, Robert A., Ed. Witt, Elder, Ed.*
**Education for a Nation.**
Pub Date 72
Note—103p.
Available from—Congressional Quarterly, 1735 K Street, N.W., Washington, D.C. 20006 ($4.00)
**Document Not Available from EDRS.**
Descriptors—Administrative Agencies, Agency Role, *Bus Transportation, Compensatory Education Programs, *Educational Finance, Equal Education, Expenditure Per Student, Federal Aid, *Federal Government, Federal Legislation, *Federal Programs, Higher Education, Politics, Public Schools, *School Integration, Vocational Education
Identifiers—Office of Education, Revenue Sharing
This report contains descriptions of recent Federal Government actions affecting education. The report covers (1) public school finance, (2) higher education finance, (3) vocational education, (4) the education lobby, (5) school busing, (6) the school prayer amendment, and (7) relationships between Congress and the Office of Education. Appendixes contain chronologies of educational legislation from 1945 to 1972. (JF)

**ED 067 759** EA 004 613
**The School Executive's Guide to Performance Contracting.**
American Association of School Administrators, Washington, D.C.
Pub Date 72
Note—125p.
Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($5.00, Quantity Discounts)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Academic Achievement, *Achievement Gains, Achievement Tests, *Administrative Personnel, Criterion Referenced Tests, *Educational Experiments, Educationally Disadvantaged, Guidelines, Mathematics Instruction, *Performance Contracts, *Program Evaluation, Reading Skills, Testing Problems
This report discusses the merits of performance contracting in the light of recent performance contract experiment evaluations, and it provides guidelines for administrators who are considering the use of performance contracts. The merits of the OEO experiment and the interpretation of the results by the OEO and the Rand Corporation are discussed. Extensive appendixes contain (1) a list of firms prepared to enter into performance contracts, (2) a sample request for proposal, (3) some sample performance incentive contracts, (4) a sample auditing contract, (5) a sample contract for management support services, and (6) an annotated bibliography. (JF)

**ED 067 760** 24 EA 004 614
*Alkin, Marvin C.*
**A Classification Scheme for Objectives-Based Evaluation Systems.**
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—CSE-R-79
Bureau No—BR-6-1646
Pub Date Jun 72
Contract—OEC-4-6-061646-1909
Note—10p.; Evaluation Theory Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavioral Objectives, *Budgeting, Classification, Course Objectives, Decision Making, Educational Accountability, Educational Needs, *Educational Objectives, *Evaluation Methods, Information Needs, Measurement Techniques, *Planning, *Programing
Identifiers—OBES, *Objectives Based Evaluation Systems, Planning Programing Budgeting System, PPBS
In this paper, the author proposes a simple classification of objectives-based evaluation systems in terms of two inherent characteristics or functions they might serve. These functions are (1) evaluation scope, and (2) program generality. According to the author, the development of multipurpose, multiprogram evaluation systems in a broad variety of content areas will serve to bridge the gap between objectives used by classroom teachers in their day-to-day instruction and the goals used in evaluating schools as total entities. (Author)

**ED 067 761** 24 EA 004 615
*Bradley, Paul A.*
**Achievement Expectations: A Survey of Professional Opinions.**
California Univ., Los Angeles. Center for the Study of Fvaluation.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—CSE-R-80
Bureau No—BR-6-1646
Pub Date Jul 72
Contract—OEC-4-6-061646-1909
Note—28p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Achievement, *Achievement Gains, Achievement Rating, *Administrator Attitudes, Cost Effectiveness, *Curriculum Development, Decision Making, Educational Objectives, Elementary Schools, *Expectation, Instructional Programs, Models, Predictor Variables, *Probability, Questionnaires, Statistical Analysis, Statistical Studies, Trend Analysis
This survey attempted to obtain data on the probability of improving student achievement when a new instructional program is implemented in an elementary school. The purpose of estimating the variable probability of improving student achievement was for use in the specification of a decision model whose purpose is to rank educational goals in terms of priority for curriculum change. To estimate the variable, questionnaires were designed to obtain the opinions of professional researchers and educators regarding the expected improvement in student performance for 40 goal areas and six different school types. The results indicated statistically significant differences among goal areas, but not among school types. However, the differences were so small as to suggest that the questionnaires were inadequately structured to reflect sensitivity to differences between goal areas and school types. (Author/DN)

**ED 067 762** EA 004 617
*Stemnock, Suzanne K.*
**Local Boards of Education: Status and Structure. ERS Circular No. 5.**
Educational Research Service, Washington, D.C.
Pub Date Aug 72
Note—35p.
Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Board Candidates, *Boards of Education, *Elections, Salaries, *School Districts, *Tables (Data)
This report updates previous reports on the structure and practices of local boards of education. The information was obtained from responses to questionnaires sent to all school systems enrolling 25,000 or more students. Information reported covers the size of school boards, the number of elected and appointed boards, the meeting schedules, and member terms and compensation. (JF)

**ED 067 763** EA 004 618
**Research by Local School Systems. An Annotated Listing of Selected Reports, January-June, 1972.**
Educational Research Service, Washington, D.C.
Pub Date Jul 72
Note—30p.
Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Adult Education, Alternative Schools, *Annotated Bibliographies, Changing Attitudes, Curriculum Research, *Educational Research, Inservice Education, Mathematics Instruction, Preschool Education, Reading Instruction, Remedial Programs, Remedial Reading Programs, Research Methodology, *School Districts, Summer Schools, Teacher Aides, Testing, Vocational Education
Identifiers—Change Strategies, *Elementary Secondary Education Act, ESEA Title I, ESEA Title III
This compilation is the third in a series, and it includes 64 reports completed by 25 school systems. The reports, which cover a variety of subjects, were selected on the basis of their usefulness and availability. Title I ESEA programs comprise the largest single category indexed. Other major categories include inservice education, programs to bring about attitudinal change, testing, remedial mathematics instruction, preschool education programs, reading and remedial reading instruction, teacher aides, and vocational education. In addition, an unannotated list of statistical reports is included. Instructions for ordering the complete studies from the publishing school system are provided. (Author/DN)

**ED 067 764** EA 004 619
*Kiernan, Owen B.*
**Financing Public Education: More Than One View. NASSP Special Paper.**
National Association of Secondary School Principals, Washington, D.C.
Pub Date Apr 72
Note—23p.
Available from—National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($0.75, Quantity Discounts)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Court Cases, *Educational Finance, *Equal Education, *Equalization Aid, Equal Protection, Local Government, Property Taxes, *School Taxes, State Action, State School District Relationship
The paper highlights selected comments by noted individuals on the impact of such recent court cases as Serrano vs Priest on State school financing systems. The financing issue is discussed within the framework of the idea of local control under a full State funding system, adjustments in property taxes, and the institution of a Federal value added tax. (JF)

**ED 067 765** EA 004 620
*Vaughan, Jeannette G.*
**The Teacher's Day in Court: Review of 1971.**
National Education Association, Washington, D.C. Research Div.
Report No—NEA-RR-72-R-6
Pub Date 72
Note—131p.
Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25502, $3.00, Quantity Discounts)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Civil Rights, *Collective Negotiation, Contracts, *Court Cases, Due Process, Leave of Absence, Public Schools, School Integration, Teacher Certification, *Teacher Employment, *Teachers, Teacher Salaries, Teacher Strikes, *Tenure
Identifiers—Tort Liability
This report contains digests of 179 court decisions covering legal issues of particular importance to teachers. The case digests are arranged under (1) certification and eligibility, (2) salaries, (3) contracts, (4) tenure, (5) school desegregation, (6) civil rights, (7) teacher/school board negotiation, (8) leaves of absence, (9) liability for pupil injury, and (10) miscellaneous. Cases relating to teacher tenure are most numerous, with cases relating to professional negotiation ranked second. (Author/JF)

**ED 067 766** EA 004 621
*O'Leary, John F., Jr. Tierno, David A.*
**The Report of the Archdiocesan Advisory Committee on the Financial Crisis of Catholic Schools in Philadelphia and Surrounding Counties.**
Catholic School Advisory Committee, Philadelphia, Pa.
Pub Date 72
Note—218p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—Advisory Committees, *Catholic Schools, *Educational Finance, Educational Legislation, Elementary Schools, *Financial Problems, Parochial School Aid, *Private Financial Support, *School Funds, Secondary Schools, State Legislation, Tables (Data)
Identifiers—*Philadelphia
This report focuses on the economic and financial aspects of education in the Catholic schools and presents information about the impact that the closing of Catholic schools would have on the finances of the Philadelphia Public School System. Major findings show that (1) Catholic schools are currently operating at a deficit, (2) deficits will continue and will increase in the next several years, (3) real (price adjusted) revenues are declining, (4) costs are increasing, and (5) Catholic school enrollments are declining. To remedy some of the problems, the authors suggest that these schools charge tuition and improve their management information systems. Numerous tables illustrate the text. Appendixes contain (1) a summary of other experience -- beyond Philadelphia, (2) a summary of legislation affecting education, and (3) a summary of local cooperative programs between public and nonpublic schools. (Author/JF)

**ED 067 767** 88 EA 004 622
*Weischadle, David E.*
**Goal Setting: Trenton Public Schools.**
Trenton State Coll., N.J.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.
Pub Date Aug 72
Note—34p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Budgeting, *Citizen Participation, *Community Surveys, Educational Accountability, *Educational Objectives, *Educational Planning, Educational Programs, Objectives, Operations Research, Planning, Program Design, Public School Systems, Systems Analysis, Systems Approach
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, New Jersey, Planning Programing Budgeting System, PPBS, *Trenton Public Schools
This booklet contains the material used at a planning session of the Citizens Advisory Committee of the superintendent of schools held in conjunction with the district's Title III project entitled, "Building a Comprehensive Planning System Model with EPPBS." The purpose of the material is to provide the educational decision-makers with information from citizens concerning goals, priorities, achievement levels, and program design. The material focuses on two key features: Goals for Trenton Public Schools and Trenton's Indicators of Quality. (Author)

**ED 067 768** EA 004 623
*Woods, Thomas E.*
**The Administration of Educational Innovation.**
Oregon Univ., Eugene. Bureau of Educational Research and Service.
Pub Date 71
Note—53p.; Reprint of earlier publication, May 1967
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administrator Guides, *Adoption (Ideas), *Behavioral Science Research, Changing Attitudes, Diffusion, *Educational Administration, Educational Change, Educational Development, Educational Improvement, *Educational Innovation, Educational Quality, Information Dissemination, Personnel Management, *Relevance (Education)
Identifiers—*Change Strategies
In this monograph, the author has attempted to bridge the gap between the knowledge acquired through the behavioral sciences about change processes and the understandings that are needed by the superintendent of schools to manage programs of change and to maintain the adaptability of the public schools to the current needs of our society. The author argues that before he can develop the skills needed to manage programs of change, an administrator must have some knowledge of the various phenomena associated with change and of the consequences that ensue from the different change strategies employed. The author looks at barriers to change and strategies for change from an administrator point of view and discusses personnel administration as it relates to educational change. The characteristics of innovation, the adoption of an innovation, and the process of diffusion through which innovations are implemented are among other topics discussed. (Author/DN)

**ED 067 769** EA 004 624
*Daicoff, Darwin W.*
**The Economic Implications of Recent Court Decisions Regarding Educational Finance.**
Kansas Association of School Boards, Topeka.
Pub Date Jul 72
Note—7p.; Article appeared in Kansas School Board Journal; v11 n3, pp6-12, Jul '72
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Court Cases, *Educational Finance, *Equal Education, *Equalization Aid, Equal Protection, Expenditure Per Student, Property Taxes, *School Taxes, State Action, *State Aid, Tax Rates
In this article, the author analyzes recent court cases that struck down State school finance systems as being inequitable. Examined are such characteristics of current finance systems as the inequalities of the property tax, the variations in per pupil expenditures, and the variations between poor and rich districts. The report includes a discussion of the effects of using income or sales taxes as alternatives to property taxes for financing education. (JF)

**ED 067 770** EA 004 625
*Fitzgibbon, James And Others*
**Urban School Construction: A Case Study of Alternative Financing Methods for St. Louis, Missouri. A Report.**
Washington Univ., St. Louis, Mo.
Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.
Pub Date 71
Note—76p.
Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022 ($1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bond Issues, Case Studies, City Demography, Community Attitudes, *Educational Finance, Federal Aid, *Financial Policy, Land Acquisition, Power Structure, Purchasing, *School Construction, School Taxes, State Aid, *State Legislation, State School District Relationship, *Urban Schools
Identifiers—*Construction Finance, Missouri
The authors, after discussing the St. Louis school system and its financial history, survey both traditional and innovative construction finance alternatives that have been used across the country. These alternatives, which fall into two categories, include: (1) conventional financing through tax incomes including State and Federal aid, and (2) leasing of air rights and/or school facilities and various shared-occupancy solutions where monies are generated in connection with the actual construction of school buildings. The authors use a computer program to summarize the potential transactions between two groups: (1) a school board, the city, the State, and the Federal Government; and (2) public corporations, private developers, and money sources. Broad plans selected from computer results include: (1) creating special school construction districts; (2) deeding school property to a public corporation and then leasing it back after it is improved; (3) acquiring urban renewal land, part of which to be used for school functions and part of which to be leased; and (4) lease-purchase. Relevant procedural and legal information is included in the discussion of each plan. The authors conclude that lease-purchasing plans, while currently subject to many legal and statutory restrictions, suggest the most promising

solutions to St. Louis' educational facilities needs. (Author/JF)

**ED 067 771** EA 004 626
*Miller, Helen, Comp. And Others*
**What Should Be the Policy Toward Financing Elementary and Secondary Education in the United States? A Collection of Excerpts and Bibliography Relating to the High School Debate Topic, 1972-73. Pursuant to Public Law 88-246.**
Library of Congress, Washington, D.C. Congressional Research Service.
Spons Agency—Congress of the U.S., Washington, D.C. Senate.
Report No—Sen-Doc-92-74
Pub Date 72
Note—358p.; Compiled as Senate Document (92nd Congress, 2nd Session)
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.50)
**Document Not Available from EDRS.**
Descriptors—Bibliographies, Debate, Disadvantaged Groups, *Educational Finance, *Education Vouchers, *Federal Aid, Federal Programs, Financial Policy, Financial Problems, Foundation Programs, *Nonpublic School Aid, *Parochial School Aid, Performance Contracts, Private Schools, Public Schools, State Aid, State Church Separation
The material in this document is divided into three parts relating to the three debate propositions that: (1) a voucher system should be established as the primary means of financing elementary and secondary education in the United States, (2) governmental financial support for all public elementary and secondary education in the United States should be provided exclusively by the Federal Government; and (3) public funds should be the primary means of financing parochial and secular private elementary and secondary education in the United States. The excerpts and references have been chosen to represent a range of views and a variety of approaches to the problems raised by these propositions. (Author/JF)

**ED 067 772** EA 004 627
*Evers, Irving C.*
**A Talk on Sex Discrimination.**
Pub Date 19 Oct 72
Note—18p.; Speech given before New Jersey School Boards Association School Law Forum in Conjunction with New Jersey Association of School Attorneys and NOLPE (Atlantic City, New Jersey, October 19, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Civil Rights, *Court Cases, Employees, Equal Protection, Federal Laws, *Leave of Absence, Pregnancy, *Sex Discrimination, Speeches, *Teachers
Identifiers—*Pregnant Employees
The topic of this speech covers the 1972 amendments to Title VII of the Civil Rights Act of 1964 and the subsequent court cases dealing with sex discrimination. The cases discussed cover maternity leaves for tenured as well as untenured teachers and other public employees. The issues basic to these cases involve mandatory maternity leaves at various months of pregnancy, maternity leaves for fixed terms, and employment termination for pregnancy. The decisions held in the case briefs presented appear to indicate that courts often strike down forced maternity leaves on equal protection grounds. (JF)

**ED 067 773** EA 004 631
*Geisinger, Robert W.*
**Mission Possible: Scientific Strategies and Methods for Systematic Improvement of Public Schools.**
Pub Date Nov 72
Note—260p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—Administrator Attitudes, Curriculum Development, Curriculum Evaluation, Educational Improvement, *Educational Innovation, Educational Quality, *Educational Research, Educational Strategies, *Evaluation Techniques, Factor Analysis, Learning Theories, Management Systems, Productive Thinking, *Research Methodology, Self Actualization, *Systems Approach
Identifiers—*Construct Validation, Hierarchical Cluster Analysis
This book suggests alternative strategies and methods for construct validation, research, quality assessment of schools, and design and evaluation of new approaches to instruction. It is addressed to educational managers, educational researchers, and to faculty members and graduate students in education. The author deals with four problem areas in education and educational administration by suggesting that newly developed alternative scientific strategies and methods be applied to the problems. These problems are (1) research methodology in the teaching and learning process, (2) narrow professionalism, (3) curricular processes that fail to deal with the processes by which children maximize their human potential, and (4) a lack of perception of the nature and application of systems approaches to public schools. The book concludes with an extensive, 33-page bibliography organized by chapter and topic. (Author/DN)

**ED 067 774** EA 004 632
*Cistone, Peter J., Ed.*
**School Boards and the Political Fact. A Report on Ontario Institute for Studies in Education/Ontario School Trustees' Council Conference, "The Politics of Education: Some Main Themes and Issues" (Toronto, Ontario, May 28-30, 1972).**
Ontario Inst. for Studies in Education, Toronto.
Pub Date 72
Note—88p.; Symposium Series/2
Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) ($2.50)
**Document Not Available from EDRS.**
Descriptors—*Boards of Education, Citizen Participation, Community Schools, Conference Reports, Decision Making, *Education, Governance, *Policy Formation, *Politics, Power Structure, *State School District Relationship, Teacher Associations, Teacher Militancy
Identifiers—*Ontario
This monograph presents papers by ten experts on such problems as the dynamic tension between the Province and local school districts, the size and inflexibility of the circle of elites who influence policymaking in education, and whether or not participation in policymaking should be broadened. The papers included are (1) Peter J. Cistone, "The Politics of Education: Some Main Themes and Issues"; (2) Walter Pitman, "Some Political Dimensions of Educational Governance"; (3) Ian E. Housego, "Pluralist Politics and Educational Decision-making"; (4) Harry K. Fisher, "Local-Provincial Relations in Education"; (5) David K. Wiles and Thomas R. Williams, "Political Realities of Trustee Effectiveness"; (6) Alphonse D. Selinger and Keith Goldhammer, "The Roots of Teacher Militancy"; (7) Frank W. Lutz, "Teacher Organizations and Teacher Power"; (8) Ernest Hodgson, "Community Schools"; (9) Peter F. Bargen, "Challenges to Educational Policy-makers in the Decade Ahead"; and (10) Laurence Iannaccone, "Conference Summation and Synthesis." (Author/JF)

**ED 067 775** 88 EA 004 633
*Gibboney, Richard A. Langsdorf, Michael G.*
**Final Evaluation Report for the Alternative Schools Project 1971-72.**
Pennsylvania Univ., Philadelphia. Graduate School of Education.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—80p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Performance, *Alternative Schools, Community Attitudes, Decision Making, Discovery Learning, *Educational Experiments, *Educational Objectives, Humanization, Open Education, *Program Attitudes, *Program Evaluation, Self Actualization, Student Attitudes, Student Centered Curriculum, Student Participation, Teacher Administrator Relationship, Teacher Attitudes, Teacher Participation
Identifiers—*Alternative Schools Project, Elementary Secondary Education Act Title III, ESEA Title III
This report presents data pertaining to 13 different project objectives grouped by student, teacher, and community objectives. Student objectives covered self-initiated learning, competency in verbal and math skills, attitudes toward the alternative school, involvement in decisionmaking, community involvement, evaluation, self image, and students functioning as teachers. Teacher objectives were a positive alternative school attitude, use of a variety of teaching methods and materials, participation in decisionmaking, and frequent evaluation of administration. The community objective called for the community to have a positive attitude toward the alternative school. For each objective, the report describes the method of data collection, the data, the procedure used to analyze the data, and the conclusions drawn. The final section of the report on student attitudes compares the attitudes toward school of the alternative school students with those of a comparison group. (Author/DN)

**ED 067 776** EA 004 634
**Catalog of Federal Education Assistance Programs. An Indexed Guide to the Federal Government's Programs Offering Educational Benefits to the American People.**
Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.; Office of Education (DHEW), Washington, D.C.
Report No—DHEW-Pub-(OE)-72-133
Pub Date 72
Note—903p.; Submitted to the Congress in Accordance with Sec. 413 of Public Law 91-230
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01095, $3.25)
**EDRS Price MF-$0.65 HC-$32.90**
Descriptors—Administrative Agencies, Catalogs, *Federal Aid, *Federal Government, *Federal Programs, *Federal State Relationship, Government Publications, Grants, Library Services, Professional Training, *Services, Technical Assistance
This catalog cites all those programs administered by the U.S. Office of Education, as well as programs administered by other Federal agencies, in support of educational services, professional training, or library services available to the general public. Each program is described in terms of the specific type of assistance provided, the purpose for which it is available, who can apply, and how to apply. The Federal offices to contact for additional information on each program are identified. The catalog also covers various programs, activities, and services that can be requested or applied for by State, territorial possession, county, city, other political subdivisions, grouping, or instrumentality thereof, any domestic profit or nonprofit corporation, institution, or individual (other than any agency of the Federal Government.) Listed are: (1) grants, loans, loan guarantees, scholarships, mortgage loans, and insurance, or other types of financial assistance; (2) assistance in the form of provision of Federal property, facilities, equipment, goods, or services; and (3) technical assistance, counseling, and professional training. No information is provided concerning (1) benefits or assistance available only to employees of the Federal Government or (2) Federal procurement or contracting that is normally conducted through solicited competitive bidding. (Author)

**ED 067 777** EA 004 643
*Mattheis, Duane J.*
**The Emergency in School Finance.**
Pub Date 23 Oct 72
Note—17p.; Speech given before Association of School Business Officials Annual Convention (58th, Chicago, Illinois, October 21-26, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Court Cases, *Educational Finance, *Equal Education, *Equalization Aid, *Expenditure Per Student, Federal Aid, *Property Taxes, School Taxes, Speeches, State Action, State Aid
This speech outlines the interdistrict disparities in levels of financial support leading to court decisions that have invalidated State school finance systems. The author discusses alternative financial plans in light of these court decisions. The central issue centers around whether or not property taxes should be relieved, and if so, to what extent. Also discussed is the extent to which disparities between districts should be realigned. (Several pages may be light.) (JF)

**ED 067 778** EA 004 644
*Shapiro, Frieda S., Comp.*
**High Spots in State School Legislation, January 1-August 31, 1972.**
National Education Association, Washington, D.C. Research Div.
Report No—NEA-RR-1972-R7

Pub Date 72
Note—83p.
Available from—Publications NEA Customer Service, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25504, $2.00, Quantity Discounts)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Educational Legislation, *Teacher Associations

This report summarizes, for 38 of the 43 States whose legislatures sat during the first eight months of the 1972 calendar year, major legislative achievements and defeats as identified by State education associations. It provides a State-by-State listing of association goals, indicates the extent to which these goals were realized, and points up the significant school laws passed (grouped under 18 subject headings for the 39 States represented.) The information reported was supplied by the State education associations in response to an annual questionnaire on State school legislation. Where possible, the information has been supplemented by data from State education journals and legislative bulletins and by inclusion of full texts of the enactments. Additional information on 1971 legislative goals and enactments are carried in this issue for a few States for which reporting in the previous year was meager. No information is reported for Louisiana, Mississippi, or Vermont. For the previous report, see ED 059 539. (Author)

# EC

**ED 067 779** EC 050 047
*Abeson, Alan, Ed.*
**A Continuing Summary of Pending and Completed Litigation Regarding the Education of Handicapped Children.**
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—SFICEC-5
Pub Date 10 Oct 72
Note—39p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Civil Rights, *Court Cases, *Educational Opportunities, *Exceptional Child Education, Grade Repetition, *Handicapped Children, Legal Problems, Student Placement

Reported are summaries of 27 legal cases substantiating the right of handicapped children to equal protection under the law including the right of being provided with an education, and full rights of notice and due process in relation to their selection, placement, and retention in educational programs. Nineteen of the cases concern the right to an education, five the right to treatment, and three placement. Relevant facts concerning the plaintiffs are examined as well as the court pronouncements. Plaintiffs for the right to education seek such measures as a declaration that the provision of unequal amounts of tuition money depending on the category of handicap is unconstitutional, and a permanent injunction requiring educational programs for the retarded in schools, institutions, hospitals, and homes with all costs being charged to the responsible public agency. Cases about treatment protest such elements of institutional life as overcrowding, questionable medical research, lack of qualified personnel, and brutality. Considered are allegations that black children have been inappropriately classified as educable mentally retarded, and that the disproportionate number of bilingual children enrolled in classes for the mentally handicapped indicates inadequate placement procedures. (GW)

**ED 067 780** EC 050 048
*Weintraub, Frederick J. And Others*
**A Model Law for the Education of Seven Million Handicapped Children.**
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 72
Note—32p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Civil Rights, *Educational Opportunities, *Exceptional Child Education, *Handicapped Children, Legal Responsibility, *Models, *State Legislation

Presented are model statutory provisions for the education of handicapped children which are intended as a supplement to regular school laws. (The model statutes originally appeared in State Law and Education of Handicapped Children: Issues and Recommendations and have been announced as ED 056 452 and EC 040 597.) A model law for compulsory school attendance is included to cover the problematic tendency to exclude children with special problems from the requirements of regular school attendance. The remaining sections, arranged as a supplementary title of a comprehensive state school law, concern policy, definitions, state and local responsibilities (special education services administration, special education centers, interschool district responsibilities), planning, identification of handicapped children, provision of special educational materials and training, remedies, technical assistance and personnel training, facilities, and finance. (GW)

**ED 067 781** EC 050 049
*Lovaas, O. Ivar And Others*
**Some Generalization and Follow-Up Measures on Autistic Children in Behavior Therapy.**
California Univ., Los Angeles.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date [72]
Note—66p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Autism, *Behavior Change, Emotionally Disturbed, *Exceptional Child Research, Followup Studies, Institutionalized (Persons), *Language Instruction, *Operant Conditioning, Reinforcement, Socially Deviant Behavior

Reported was a behavior therapy program emphasizing language training for 20 autistic children who variously exhibited apparent sensory deficit, severe affect isolation, self stimulatory behavior, mutism, echolalic speech, absence of receptive speech and social and self help behaviors, and self destructive tendencies. The treatment emphasized extinction of pathological behaviors through reinforcement withdrawal, aversive stimuli, or reinforcement of incompatible behavior, and language training. Measures of change included multiple response recordings of self stimulation, echolalic speech, appropriate speech, social nonverbal behavior, and appropriate play, along with Stanford Binet Intelligence Test and Vineland Social Maturity Test Scores. Results were given as group averages followed by extensive discussions of changes in individual groups and children. Findings were summarized as follows: pathological behaviors (echolalia, self stimulation) decreased while desired behaviors (appropriate speech, play, social nonverbal behavior) increased; all children improved, some more than others; followup measures 2 years after treatment showed large differences depending upon the posttreatment environment; and reinstatement of therapy reestablished original therapeutic gains in the institutionalized children. (GW)

**ED 067 782** EC 050 050
**Guidelines for Educational Facilities for Hearing Impaired Children.**
Westinghouse Learning Corp., Palo Alto, Calif. Davis MacConnell Ralston Div.
Pub Date 70
Note—277p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Aurally Handicapped, Building Design, *Educational Facilities, Educational Needs, *Exceptional Child Education, *Guidelines, *Regional Programs

Facility specifications for regional planning centers for hearing impaired children are presented which are said to reflect the belief that the development of school facilities should be generated by educational objectives. The proposed regional programs would draw children from a number of counties and local school districts to a centrally located school facility. Educational considerations including characteristics and educational needs of children with hearing impairments, professional staff, evaluation, diagnosis, research, school family relations, learning activities, and organizational factors are discussed briefly. Conceptual plans and facility specifications are given with regard to architectural considerations, instructional learning areas, a children's educational evaluation center, an administration area, a learning resources center, service areas, outdoor areas, and a mobile unit. Components of the instructional learning areas such as large group area, instructional unit area, tutorial area, counseling area, teacher planning area, learning experiences center, and special facilities are discussed and diagramed. Offices, conference areas, research areas, and a professional library are projected and schematized for the evaluation center. Other areas such as the service and outdoor areas are similarly described and illustrated. (GW)

**ED 067 783** EC 050 051
**Residential Programming for Mentally Retarded Persons. Volume I, Prevailing Attitudes and Practices in the Field of Mental Retardation.**
National Association for Retarded Children, Arlington, Tex. South Central Regional Office.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D. C. Div. of Developmental Disabilities.
Pub Date 72
Grant—OEG-56-P-70771-6-01-(R-1)
Note—21p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Community Attitudes, *Exceptional Child Services, Institutionalized (Persons), *Mentally Handicapped, *Parent Education, *Residential Programs

The first of a series of four booklets on residential programing for the mentally retarded reviews for parents the prevailing definitions, attitudes and practices in the field. Mental retardation is defined as subaverage functioning which originates during the developmental period and is associated with impairment in adaptive behavior. The need for community based residential programs (group homes, hostels, apartments) is said to be underscored by the fact that traditional institutional programs serve only four% of America's over six million mentally retarded. The following aspects of services for the mentally retarded are discussed: emphasis on institutionalization, assumed roles of institutions, meeting the needs of residents in institutions, and the role of parents. It is asserted that, traditionally, the rights of the retarded in the community (regarding education, marriage, personal autonomy, housing requirements, legal rights) and in institutions (regarding integration of men and women, educational and training programs, exploitation, discipline) have been abused, abridged, or denied. (For related information, see EC 050 052 through EC 050 054.) (GW)

**ED 067 784** EC 050 052
**Residential Programming for Mentally Retarded Persons. Volume II, A Developmental Model for Residential Services.**
National Association for Retarded Children, Arlington, Tex. South Central Regional Office.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D. C. Div. of Developmental Disabilities.
Pub Date 72
Grant—OEG-56-P-70771-6-01-(R-1)
Note—20p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Child Development, *Exceptional Child Services, Goal Orientation, *Mentally Handicapped, *Models, Parent Education, *Residential Programs

The second of a series of four booklets on residential programing for the mentally retarded (MR) presents a developmental model for residential services based on the premise that MR persons are capable of growth, development, and learning. Architectural factors, staff resistance and financial considerations are described as impediments to appropriate residential services. The developmental model is based on three major assumptions: life is a process of change; human development proceeds in an orderly sequence; and the rate and direction of development can be influenced by physical, psychological, and social aspects of the environment. Discussed are goals of the model, the normalization principle which states that dealing with the retarded in a normal manner helps them develop as normal persons, and implications of the model for residential programs. Standards intended to be applicable to all facilities providing 24 hour programing services are considered including standards for admission of residents, resident living arrangements, grouping and organization of residents, resident programs, and training and education. (For related information, see EC 050 051, EC 050 053, and EC 050 054.) (GW)

**ED 067 785** EC 050 053
**Residential Programming for Mentally Retarded Persons. Volume III, Developmental Programming in the Residential Facility.**
National Association for Retarded Children, Arlington, Tex. South Central Regional Office.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D. C. Div. of Developmental Disabilities.
Pub Date 72
Grant—OEG-56-P-70771-6-01-(R-1)
Note—68p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Exceptional Child Services, Guidelines, Institutionalized (Persons), *Mentally Handicapped, *Parent Education, *Program Evaluation, Program Planning, Residential Programs, Skill Analysis, Task Performance

The third of four booklets on residential programing for the mentally retarded is intended to help parents evaluate residential services and participate in decisions about program design and implementation. Areas of appropriate program emphasis are indicated for different age groups and for the various degrees of mental retardation from profound to mild. Tasks listed for the preschool aged, school aged, and adults focus on such areas as sensorimotor development and integration, self care, and speech development. General programing principles in the areas of building design, behavioral objectives, training, record keeping, and inservice education are discussed. To show the full range of development within a skill area, stages of the following skills are discussed: eating, dressing, toilet training, bathing, communication, academics, work training, community living, recreation. Special problems of multiply handicapped residents (physical disabilities, epilepsy, visual and aural disabilities) are examined. Check lists are provided for the tasks and skill areas to facilitate evaluation by parents and personnel. For instance, check list items on dressing ask whether residents are encouraged to complete more of dressing tasks until independence is achieved and whether residents participate daily in the selection of clothes to be worn. (For related information, see EC 050 051, EC 050 052, and EC 050 054.) (GW)

**ED 067 786** EC 050 054
**Residential Programming for Mentally Retarded Persons. Volume IV, The Process of Change.**
National Association for Retarded Children, Arlington, Tex. South Central Regional Office.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D. C. Div. of Developmental Disabilities.
Pub Date 72
Grant—OEG-56-P-70771-6-01-(R-1)
Note—29p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Changing Attitudes, *Exceptional Child Services, *Institutional Administration, Institutionalized (Persons), Institutional Personnel, *Mentally Handicapped, *Parent Education, Parent Role, *Residential Programs

The fourth in a series of four booklets on residential programing for mentally retarded persons aims at providing parents with basic information on the operational aspects of institutions so that they can form realistic strategies for implementing change. Negative attitudes of direct care, professional, and administrative staff toward innovative programing are considered. Resistance to change from direct care staff is said to result from adherence to established routines, intershift conflicts, loss of motivation through delays, lack of supervisory effectiveness, and lack of respect from professional aloofness. Illegitimate goals and misplaced concerns of administrative personnel are cited. Problems stemming from the bureaucratic system within which the institution operates are examined. Inservice training programs, redeployment of staff (departmental, unit, and cross modality approaches), and demonstration projects are discussed as means of implementing change. Recommendations for involving parents in decision making processes are included such as representing parents at staff meetings and using parents to obtain institutional access to community based facilities. (For related information, see EC 050 051 through EC 050 053.) (GW)

**ED 067 787** EC 050 055
*Pedrini, Bonnie C. Pedrini, D. T.*
**The Educational Philosophy of the Three Legged Stool: Psychologically and Educationally Sound Materials, Operant Conditioning Procedures, Structured Classroom.**
Pub Date [72]
Note—24p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavior Change, Classroom Arrangement, *Educational Philosophy, *Emotionally Disturbed, *Exceptional Child Education, *Mentally Handicapped, *Operant Conditioning, Programed Materials

The paper presents a philosophy of education for severely deviant children and adolescents who are brain damaged (severely retarded), mentally ill, or behaviorally uncontrolled. The following are program components: psychologically and educationally sound materials such as programed materials following a life experience approach, operant conditioning procedures in a personal and social environment, and a structured classroom (limited to 15 students with one special education teacher and two trained teacher aides). The three components are compared to the legs of a stool, all of which are necessary if the stool is to stand. It is suggested that materials build upon past experiences so as to capitalize on student preferences for associative rather than cognitive learning. Explicitness is urged in programing, goal setting, and scheduling. The following principles of programed materials are identified as helpful: learn and be rewarded, learn in small steps, actively learn, learn with few or no errors, and learn at your own pace. Operant conditioning techniques are said to be important for gaining the control necessary for learning. The following aspects of F. Hewett's engineered classroom are discussed briefly: developmental sequence (attention, response, order, exploratory, social, mastery, achievement), learning triangle (task, reward, structure), classroom design, scheduling, and record keeping. (GW)

**ED 067 788** EC 050 056
*Stewart, Larry G., Ed.*
**Deafness and Mental Retardation.**
New York Univ., N.Y. School of Education.
Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children.; Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—58p.; Proceedings of the Special Study Institute on Deafness and Mental Retardation, Rome, New York, May 18-19, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Curriculum Development, *Deaf, *Educational Programs, *Exceptional Child Education, Financial Support, Identification, Instructional Media, *Mentally Handicapped, *Multiply Handicapped

Nine selected proceedings from a study institute discuss program alternatives for the education of deaf mentally retarded (MR) children along with such related issues as identification, size and scope of the problem, instructional approaches, curricular planning, instructional media, program funding sources, and vocational rehabilitation. The discussion of identification of deaf MR children is concerned with the basic behavioral characteristics of the population, with what standardized tests can be used for evaluation purposes and by whom, and with constructive action following identification. The size and scope of the problem with MR deaf persons in New York is treated in two articles. Reviewed are programs for MR deaf children in New York state schools for the deaf. Educational programing for MR deaf children is said to begin with gross communication defined as isolated gestures with predetermined meaning. The instructional media services and captioned films branch of the Division of Educational Services from the Bureau of Education for the Handicapped are explained. Two papers treat program funding. State and federal programs for vocational rehabilitation are explained. (GW)

**ED 067 789** EC 050 057
*Thorburn, Marigold J., Ed.*
**Mental Retardation in the Caribbean: Needs, Resources, Approaches.**
Jamaica Association for Mentally Handicapped Children.
Spons Agency—President's Committee on Mental Retardation, Washington, D.C.
Pub Date 70
Note—66p.; Proceedings of the First Caribbean Mental Retardation Conference, Mona, Jamaica, September 7, 1970
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adjustment Problems, Community Services, Employment, *Environmental Influences, *Exceptional Child Services, Family Role, Identification, *Mentally Handicapped, Teacher Education
Identifiers—*Caribbean

Presented are conference reports including an opening address on the economic benefits of programs for the mentally retarded (MR), and eight papers discussing the problem of mental retardation in the Caribbean. Two papers on preschool age children, respectively, consider the identification and assessment of MR children in the Caribbean and present a study of West Indian children which explored the relation between preschool environment and mental retardation. Teacher training at the University of Puerto Rico and alternatives to public institutional care are discussed in two articles about school age children. Outmoded ideas as impediments to the employment of MR adults are described along with sheltered facilities and occupations for the mentally handicapped. Also presented are a pilot study of the families of MR children in Trinidad and a discussion of the adjustment of the community to the mentally retarded. Discussions that followed the presentation of each paper are included. Proposals for establishing a coordinating center for services to the MR in the Caribbean and for making recommendations to the Caribbean governments are noted. (GW)

**ED 067 790** EC 050 058
**Guidelines for the Development of Special Education Programs in Iowa.**
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date [70]
Note—58p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Programs, *Exceptional Child Education, *Guidelines, *Handicapped Children, Identification, Incidence, Manpower Needs, Professional Personnel, *Program Development
Identifiers—Iowa

A response to a requirement that Iowa public schools provide special education for all handicapped children in grades kindergarten through eight, the booklet provides explanatory material on the incidence, identification, and nature of handicapping conditions as well as program and personnel needs. Conditions covered are those of the hearing handicapped, mentally retarded, orthopedically handicapped and other special health problems, specific learning disabilities, speech handicapped, visually handicapped, and emotionally disturbed. A brief overview of each problem is provided to offer the administrator a general understanding of the educational problem and indications of how solutions may be approached. The roles of guidance counselor, school psychologist, school nurse, remedial reading consultant, and social worker in the education of handicapped children are discussed. (GW)

**ED 067 791** EC 050 059
*Vande Garde, Linda Chrisinger, Ed.*
**Post High School Adjustment of the Educable Mentally Retarded.**
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date [70]
Note—105p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Adjustment (to Environment), *Educable Mentally Handicapped, Employment, *Exceptional Child Research, Family Characteristics, Individual Characteristics, Mentally Handicapped, *Research Reviews (Publications), *Young Adults

Research was reviewed to determine factors which influence the adjustment of educable mentally retarded (EMR) persons after high school age. Study of family characteristics (home environment, ethnic differences, marriage) was said to indicate such conclusions as that physical conditions or location of the home have no bearing on the retardate's eventual adjustment and that minority group subjects seem to attain higher vo-

cational and social adjustment than comparable Caucasian retardates. The physical characteristics, social adjustment, school performance, employment (employment percentages, vocational adjustment, job stability, obtaining employment, job classifications, income, employment problems, prediction, post-vocational adjustment), and civic and community adjustment. Conclusions were drawn after the review of research on each factor. Included was a summary of the secondary classes for classes of EMR in Iowa. Data were given from the vocational rehabilitation center in Des Moines, Iowa, concerning selected characteristics of the mild, moderate, and severely retarded clients rehabilitated for the year ending June, 1968. (GW)

**ED 067 792** EC 050 060

**Rules of Special Education Explained.**

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date [71]

Note—40p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Administration, *Educational Programs, *Exceptional Child Education, *Handicapped Children, Identification, Instructional Staff, Program Planning, *State Standards

Identifiers—*Iowa

The document is designed to facilitate the planning and administrations of programs for handicapped children in Iowa by providing a listing of the Iowa Departmental Rules which are enclosed in boxes throughout the document and followed by explanations and interpretations. The classes of children eligible for special education and the services to be made available to them are described. Examined are program dimensions such as planning, approval and reimbursement, records and reports, personnel, pupil identification, classrooms, summer programs, and transportation. Requirements such as class size and diagnostic criteria for sponsoring programs for children who have physical, communication, auditory, emotional, social, visual or intellectual handicaps are discussed. The skills and tasks appropriate to directors of special education programs, special consultants, school psychologists, school social workers, itinerant teachers, and resource room teachers are explained. The document employs a topical rather than an ordinal organization. (GW)

**ED 067 793** EC 050 061

**Lesson Guide for Captioned Films VIII: A Training and Utilization Guide. Florida Edition.**

Conference of Executives of American Schools for the Deaf.

Spons Agency—Media Services and Captioned Films Branch, DES.

Pub Date 72

Note—381p.

**EDRS Price MF-$0.65 HC-$13.16**

Descriptors—Art, *Aurally Handicapped, Counseling, Environmental Influences, *Exceptional Child Education, *Films, *Guidelines, Health, Language Arts, Physical Education, Social Studies, Vocational Education

Identifiers—*Captioned Films for the Deaf

Presented are guidelines for the use of 65 captioned films for the deaf (numbers for each category are listed in parentheses) which relate to art (four), ecology (six), guidance (five), health and safety (two), language arts (11), physical education (four), science (16), social studies (14), and vocational education (three). The guidelines are designed to help teachers by providing film synopses and suggestions on use, objectives (behavioral and general), motivation, vocabulary, culminating activities, evaluation, and additional resource materials. Florida edition films are listed by subject area with title, captioned films for the deaf number, appropriate age level, and page number. A complete list of all other educational captioned films for which study guides have been written for the past 8 years appears in the appendix. Also provided is a directory of publishers and distributors. The scripts of five films are included as a possible helpful addition. (GW)

**ED 067 794** 24 EC 050 062

*Foley, Jeanne M.*

**Training Future Teachers as Play Therapists: An Investigation of Therapeutic Outcome and Orientation Toward Pupils. Final Report.**

Loyola Univ., Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-E-059

Pub Date Sep 70

Grant—OEG-0-8-080059-3722

Note—134p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*College Students, Effective Teaching, *Emotionally Disturbed, *Exceptional Child Research, Nonprofessional Personnel, Performance Factors, *Play Therapy, *Therapists

The effectiveness of undergraduate education majors as play therapists was investigated by comparing measures of therapeutic outcome for 48 emotionally disturbed boys assigned to three treatment conditions and a no treatment control condition. Each treatment condition consisted of 12 play interviews conducted by experienced therapists, students with eight sessions of training in nondirective play therapy (experimental condition), and students with training in being friendly (placebo condition). Parent evaluations indicated that positive changes were greatest for children in the experimental group, next for those in the placebo groups, and least for those in the control group. The hypothesized superiority of the experienced therapists was not confirmed. This was thought to be due to lack of strict adherence to the techniques of nondirective play therapy. Performance ratings for the final interview indicated that the experienced therapists consistently scored significantly higher than the student therapists regardless of condition and that the scores for the experimental and placebo groups did not differ significantly from each other. In contrast, analyses for the process variables consistently indicated that the scores for the experimental group were significantly different from those of the placebo group. (Author/GW)

**ED 067 795** EC 050 066

*Monaco, Joan L. Zaslow, Elinor L.*

**Hey, I Got Sump'n To Tell You, An' It Cool! A Class for Children with Severe Language Disabilities.**

Montgomery County Public Schools, Rockville, Md.

Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date 72

Note—279p.

Available from—Dr. Donald A. Celaschi, Acting Director, Special Education Services, Montgomery County Public Schools, 850 North Washington Street, Rockville, Md. 20850

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—Case Studies, Demonstration Projects, Educational Diagnosis, *Exceptional Child Education, *Language Handicapped, *Language Instruction, Learning Disabilities, *Remedial Instruction, Remedial Programs, *Speech Therapy, Teaching Methods

Discussed is an experimental demonstration class for children exhibiting severe language disabilities. Staff includes teacher-therapist, classroom aide, psychologist, audiologist, speech and language pathologists, and occupational therapist. A theoretical framework is provided through discussion of phonological, semantic and syntactic aspects of language, and criteria of language development (community living, control of the breath stream, development of an epicritical ear, a monitoring feedback system, and imagery). An inventory of language processes is presented which evaluated semantic, syntactic, auditory, visual, and motor skills, as well as number concepts. Examples are related to illustrate use of diagnostic information in remediation. Explained are general classroom management and teaching techniques such as extreme reduction of auditory stimuli initially and consistent and repetitive linking of experiences and language for those experiences. Specific remedial techniques are suggested for such problems as inability to distinguish two nonverbal sounds, inability to distinguish two inflectional patterns, and inability to distinguish environmental sounds. An illustrative case study of a boy who exhibited impaired language at the phonological, semantic, and syntactic levels is reported. Findings for other students are summarized. (GW)

**ED 067 796** EC 050 067

**International League of Societies for the Mentally Handicapped: Symposium on Volunteers.**

President's Committee on Mental Retardation, Washington, D.C.

Spons Agency—National Association for Retarded Children, Arlington, Tex. South Central Regional Office.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—DHEW-OS-72-41

Pub Date 71

Note—37p.; Symposium on Volunteers, Philadelphia, October 18-22, 1971

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Community Services, Conference Reports, *Exceptional Child Services, Government Role, *Mentally Handicapped, *Social Services, *Volunteers

Presented are six brief papers (three to five pages) from a symposium focusing on roles which volunteers can play for mentally retarded persons in terms of direct service, community leadership, and motivation of governments toward acceptance of responsibility. The papers examine the following issues: the roles of volunteers as innovators, coordinators of services and programs, expeditors, and advocates; volunteer youth organizations in the United States, Canada, and Sweden; leadership training programs for volunteers; the relationship between volunteers and professionals; the importance of social action to educate and mobilize the community; and the necessity of cooperative efforts with governmental agencies. The International League of Societies for the Mentally Handicapped is explained. Included is a declaration on the rights of mentally retarded persons. (GW)

**ED 067 797** EC 050 078

**Public Library Services for the Physically Handicapped.**

Canadian Library Association, Ottawa (Ontario).

Pub Date 72

Note—35p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Exceptional Child Services, Handicapped Children, Home Visits, *Library Services, *Physically Handicapped, Public Facilities, Surveys, Talking Books

Identifiers—*Canada

Five brief articles provide librarians with information intended to enable them to serve the library needs of the physically handicapped. Presented are the results of a survey of the services and resources available to the physically handicapped in public libraries across Canada. Discussed are recommendations for libraries from national organizations for the handicapped based in Toronto which deal with such handicaps as blindness, cerebral palsy, deafness, multiple sclerosis, paraplegia, and Parkinson's disease. Organizations and institutions serving the physically handicapped in British Columbia are examined to determine the extent of existing library services and possible improvements. The Toronto public library's service to shut-ins is explained. The librarian of the Canadian National Institute for the Blind discusses the talking book and how libraries can serve the physically handicapped who cannot use books. (GW)

**ED 067 798** EC 050 080

*Lillie, David L., Ed.*

**Parent Programs in Child Development Centers. First Chance for Children, Vol. 1.**

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72

Note—94p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Child Care Centers, *Child Development, Early Childhood Education, *Educational Programs, *Exceptional Child Education, *Handicapped Children, Parent Child Relationship, Parent Counseling, *Parent Education, Parent Role, Program Planning

Seven articles discuss components of parent programs in the early education of deaf and hard of hearing children which are thought to be applicable to parental involvement in almost all child development programs. Parent child and professional interaction is considered in terms of establishing a productive relationship with parents and facilitating parent child communication. Described are the parents' need for help and the teacher's role in providing emotional support in dealing with feelings, in following the prescriptions of professionals, and in developing realistic expectations and appropriate child rearing practices. Parameters of a systematic program for parent information (such as instruction in child

development, handicapping conditions, behavior management, and intervention procedures, materials and equipment) are explained. Suggested are means of helping parents to become teachers, to recognize the learning opportunities offered in the home, and to realize the impact of their child on themselves and their family. Means of developing parent participation through roles as co-experimenter and observer and through group interaction with other parents are examined. Stages in the planning of parent programs are distinguished. Provided are annotations on scope, content, and main use of approximately 40 documents concerning emotional support, information exchange, parent child interaction, and parent participation. (GW)

**ED 067 799** EC 050 082

*Haring, Norris G. Berman, Mark L.*

**Evaluation and Specification of Instructional Materials and Management Procedures through Use of a Pupil Performance Profile and a Predictive Model. Final Report.**

Washington Univ., Seattle, Child Development and Health Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-1-J-008

Pub Date 30 Jun 72

Grant—OEG-X-71-0046 (607)

Note—51p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Academic Achievement, *Exceptional Child Research, *Instructional Materials, *Learning Disabilities, Mathematics, Performance Criteria, Performance Factors, *Prediction, Student Evaluation

Reported project objectives were to develop a pupil performance profile which describes the effects of specific instructional materials and management procedures on student performance and to develop a model which predicts pupil performance in a given set of materials under particular conditions. Instructional materials (Mathematics, M.W. Sullivan) were employed with 50 students (aged 6 to 11 years) of whom 24 were classified as having learning disabilities and 26 were classified as normal. An effort was made to assess only the contribution of the instructional materials by keeping contaminating factors such as differences in teaching styles or behavior management procedures to a minimum. The system was found to make the following information available for decision making by teachers: determination of student performance on three major measures by class or type of student, determination of performance on each measure by individual student, relationship of individuals' performance to that of their reference group (those in the same class and/or of the same type), distribution of performance by quartile ranking, and prediction of student performance. For both classes, there was found to be an inverse relationship between variability in performance within and across instructional materials and overall level of performance. (GW)

**ED 067 800** EC 050 083

*Morin, Stephen F. Jones, Reginald L.*

**Social Comparison of Ability in Blind Children and Adolescents.**

Pub Date [72]

Note—21p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Adolescence, *Age Differences, *Blind, Childhood, *Exceptional Child Research, Self Concept, *Self Evaluation, *Social Attitudes, Visually Handicapped

Forty-five blind, school aged subjects (aged 6-18 years) were questioned to determine the influence of age on the choice of the blind as a reference group for social comparison of abilities. To assess the direction of social comparison behavior, each subject was presented with a replication of three questions (which differed in the degree to which they implicated blindness as a relevant factor in reference group processes) previously asked of early-blinded adults, a questionnaire, and two performance tasks. On the replicated questions, the school aged subjects were significantly more likely to exhibit comparison behavior than the earlier reported adult sample and significantly more likely to choose the blind for comparison purposes on two items than early blinded adults. The younger group (6-11 years) within the school aged sample chose the blind significantly more than the older group (12-18 years) on three items. The authors discussed results in the light of Festinger's theory of social comparison processes. (GW)

**ED 067 801** 24 EC 050 084

*Pate, John E.*

**The School Performance of Post-H. Influenza Meningitic Children. Final Report.**

Vanderbilt Univ., Nashville, Tenn. Medical Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-D-063

Pub Date Jul 72

Grant—OEG-4-71-0019

Note—108p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Academic Achievement, *Elementary School Students, *Exceptional Child Research, *Infectious Diseases, Intelligence Quotient, Primary Grades, Special Health Problems, Student Evaluation

Identifiers—*Meningitis

Reported was a project studying the school performance of children who had survived laboratory confirmed Haemophilus influenza meningitis prior to 4 years of age without observable sequelae and who were enrolled in regular primary grades. Thirty-nine index children were matched with controls by age, sex, socioeconomic level, and classroom membership, and 19 index cases were matched with primary controls on the basis of hospitalization at same age with non-meningitic illness, sex and race. Post-Haemophilus influenza children were found to perform significantly lower than controls on measures of school achievement, group IQ, and teacher rating. Recommended was a preschool intervention program for post-meningitic children which would offer special guidance in school readiness activities which increase instructional receptivity, student image, and motor coordination. (Author/GW)

**ED 067 802** EC 050 085

**Academic Achievement Test Results of a National Testing Program for Hearing Impaired Students. United States: Spring 1971.**

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date Aug 72

Note—64p.; Data from the Annual Survey of Hearing Impaired Children and Youth

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Academic Achievement, *Achievement Tests, *Aurally Handicapped, *Exceptional Child Research, Mathematics, Reading Comprehension, Standardized Tests, *Test Interpretation, Trend Analysis

Reported were results of 17,000 Stanford Academic Achievement Tests administered to students enrolled in primary and secondary educational programs for the hearing impaired. Test results were presented according to student age and three classifications of hearing loss levels. Bar graphs and tables showed subtest patterning trends for the learning processes of hearing impaired students. Examined was a series of modifications in testing procedures that were implemented to standardize test administration practices with hearing impaired students. Data showed an overall trend for hearing impaired students to achieve better in reading than in other academic areas during the first 1 to 3 years of education. Thereafter, hearing impaired students achieved better in mathematics and in low verbal subject areas. Data indicated that the severity of hearing loss affected reading comprehension most directly. Students with the greatest hearing loss performed best in low verbal and nonverbal academic areas such as spelling and arithmetic computation. (Author)

**ED 067 803** EC 050 088

*Esche, Jeanne Griffin, Carol*

**A Handbook for Parents of Deaf-Blind Children.**

Michigan School for the Blind, Lansing.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Note—29p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Child Rearing, *Deaf Blind, *Exceptional Child Education, Guidelines, Multiply Handicapped, *Parent Education

The handbook for parents of deaf blind children describes practical techniques of child care for such activities as sitting, standing, walking, sleeping, washing, eating, dressing, toilet training, disciplining, and playing. For instance, it is explained that some visually handicapped children acquire mannerisms in their early years because they do not have the variety of activities to exercise their muscles that other children have. Various stimulations are suggested as means of distracting a baby's attention from habitual behavior. Techniques for strengthening confidence for walking are said to include allowing the child to use a rope or a stick as a guide initially and tying a string to favorite playthings. It is noted that deaf blind children are rarely totally deaf and totally blind and, consequently, that it is important to provide the child with speech, language, and auditory experiences. (GW)

**ED 067 804** EC 050 090

*Bryson, Carolyn Q. Hingtgen, Joseph N.*

**Early Childhood Psychosis: Infantile Autism, Childhood Schizophrenia and Related Disorders. An Annotated Bibliography 1964 to 1969.**

Indiana Univ., Indianapolis. Medical Center.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Report No—DHEW-HSM-73-9027

Pub Date 72

Note—135p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Annotated Bibliographies, *Autism, Clinical Diagnosis, Early Childhood, Emotionally Disturbed, *Exceptional Child Education, Identification, Infancy, Intellectual Development, Language Development, Neurology, Perceptual Development, *Psychotic Children, *Schizophrenia, Theories, Therapy

The annotated bibliography on early childhood psychosis (infantile autism, childhood schizophrenia, and related disorders) contains 424 entries (books, journal articles, conference and research reports) dating from 1964 through the first 6 months of 1970, which pertain to theory, research, and treatment. Number of entries for each subject is noted in parentheses. The following topics serve to organize the entries: descriptive studies (36), differential diagnosis (27), family characteristics (21), behavioral characteristics (19), followup studies (13), intellectual development (12), perceptual processes (28), language (20), neurobiological correlates (seven), drug studies (12), electroencephalogram studies (13), skeletal, cell, biochemical, and other studies (19), psychotherapy (50), behavior therapy (78), educational programs (20), evaluation of therapy (six), and theory (43). Included is an author index. (GW)

**ED 067 805** EC 050 091

**Curriculum Guide for Teachers of Trainable Mentally Retarded Children.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Pub Date Aug 72

Note—71p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Communication Skills, Cultural Enrichment, *Curriculum Guides, *Exceptional Child Education, Job Skills, Mentally Handicapped, Motor Development, Physical Development, Self Care Skills, *Skill Development, Socialization, *Student Evaluation, *Trainable Mentally Handicapped

The curriculum guide for teachers of trainable mentally retarded (TMR) children identifies numerous skills appropriate to three developmental levels (level one, chronological age (CA) 4 to 10 years and mental age (MA) 1 to 5 years; level two, CA 10 to 15 years and MD 3.5 to 7 years; level three, CA 15 to 18 years and MA 5 to 8 years) in the areas of self help, communication, socialization, physical and motor development, cultural arts, and practical occupational skills. Briefly discussed are use of audiovisual materials, field trips, rest periods, medications, visitation, individualized instruction, duties of teacher aides, and ways of evaluating the progress of TMR children such as language tapes, anecdotal records, and work samples. The exceptional child profile

is charted which allows teachers to plot achievements in such areas as height, mental ability, language development, and motor coordination. Also provided is a model TMR progress report which presents an extensive checklist of skills in the areas of self help, communication, social behavior, physical development, reading, writing, arithmetic, music, and practical (economically useful) skills. Appendixes include a list of functional words, a chart of appropriate TMR mental age levels for various instructional tasks, height and weight charts, and recommendation for instructional equipment and supplies. (GW)

**ED 067 806** EC 050 097

*Gehm, Fred O., Ed.*

**A Special Study Institute Proceedings: To Acquaint Public School Administrators with the Role of the Special Education Administrator and to Present a General Overview of Special Education Programs.**

New York State Education Dept., Albany. Div. for Handicapped Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date May 72

Note—62p.; Proceedings of Board of Cooperative Educational Services, Hauppauge, New York, May 11-13, 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Administrative Problems, Administrator Attitudes, Educational Trends, *Exceptional Child Education, *Handicapped Children, *Institutes (Training Programs), Public Schools, Role Playing, Simulation, *Special Schools

Presented are proceedings of a study institute designed to acquaint public school administrators with the role of the special education administrator and to present a general overview of special education trends as they might affect both the special and the general school administrator. Simulation games rather than lectures or group discussions were employed to sensitize administrators to problems involved in special education. An overview of the simulation games including ground rules and format is provided. Results of the Classroom Integration Inventory which was administered to all participants are examined. Recent litigation concerning special class placement is reviewed in an appendix. (GW)

**ED 067 807** EC 050 098

*Cratty, Bryant J.*

**Children with Minimal Brain Damage: Prognosis for the Remediation of Motor Problems.**

Pub Date Sep 72

Note—7p.; Paper presented to the American Psychological Association Convention at Honolulu, Hawaii, September, 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Exceptional Child Research, Learning Disabilities, *Minimally Brain Injured, *Motor Development, *Psychomotor Skills, *Remedial Programs, Task Performance, Therapy

Reported was a program designed to explore the remediation of motor problems among minimally brain damaged children. In an initial testing session the children were exposed to a six category test of gross motor functioning, the first part of the Frostig Developmental Test of Visual Perception, a self concept test, a games choice test, and other tasks designed for the subjective evaluation of motor function. Children participated in classes which exposed them to tasks which both were taxing but able to be performed, as well as to tasks which were stressful to a slight degree. Conclusions such as the following were drawn: younger children with slight problems are most amenable to change; approximately 80% of the children referred were males; and hand eye control is improvable not only with the application of remedial measures involving practice, but also with the application of medication in hyperactive children. (GW)

**ED 067 808** EC 050 099

*Walker, Hill M. And Others*

**Generalization and Maintenance of Classroom Treatment Effects.**

Oregon Univ., Eugene. Dept . of Psychology.; Oregon Univ., Eugene. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 72

Note—44p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Behavior Change, *Behavior Problems, *Class Management, Emotionally Disturbed, *Exceptional Child Research, Family Problems, *Followup Studies, Operant Conditioning, Student Behavior

Reported were two experiments which investigated, respectively, the maintenance of appropriate classroom behavior in children with behavior problems following treatment in an experimental classroom and cross situational consistency and generalization of treatment effects. In the first experiment followup performances of two groups of five subjects each were compared after treatment in a token economy. With one group additional procedures were implemented in the regular classroom to facilitate maintenance of their post treatment appropriate behavior. Treatment effects for subjects receiving treatment plus maintenance generalized to a much greater extent over the long term than did treatment effects for subjects who received only experimental treatment. In the second experiment five of the children were observed in family interactions in the home to determine whether the children, who were clearly deviant at school, were also behavior problems at home. Children and families examined after treatment demonstrated more child deviancy and parental negativeness than before treatment. It was thought that suppression of behaviors in the school setting may have caused an increase in the same behaviors in the home. (GW)

**ED 067 809** EC 050 100

*Lynch, William W. Ames, Carole*

**A Comparison of Teachers' Cognitive Demands in Special EMR and Regular Elementary Classes. Final Report.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Grant—OEG-9-242718-4149-032

Note—25p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Cognitive Processes, *Educable Mentally Handicapped, *Elementary School Students, *Exceptional Child Research, *Interaction Process Analysis, Mentally Handicapped, Special Classes, *Student Teacher Relationship

The study compared the cognitively oriented teacher pupil interactions observed in a sample of 10 intermediate special classes for educable mentally retarded children with those observed in 10 regular third grade classes in the same schools. Examined were differences between samples in the rate of interaction, cognitive level, and distribution of opportunities among individual pupils, as well as the relationship of the teacher's cognitive demands on individuals to the teacher's evaluative judgment of those pupils. The observation instrument was the Individual Cognitive Demand Schedule by which observers code each instructional interchange between the teacher and an individual pupil. Data showed no significant differences between the special classes and the third grade classes on any cognitive demand indexes. Differences were found in the tendency to differentiate between pupils by level of achievement with the third grade teachers showing a marked tendency to favor those pupils whom they judged to be their better pupils. (GW)

**ED 067 810** EC 050 101

*Semmel, Melvyn I. And Others*

**An Information and Technical Manual for the Computer-Assisted Teacher Training System (CATTS).**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Grant—OEG-0-242178-4149-032

Note—115p.; Working Paper 7.1

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Classroom Observation Techniques, *Computer Assisted Instruction, *Computer Programs, Educational Technology, Feedback, Guidelines, *Interaction Process Analysis, *Student Teacher Relationship, *Teacher Education

The manual presents technical information on the computer assisted teacher training system (CATTS) which aims at developing a versatile and economical computer based teacher training system with the capability of providing immediate analysis and feedback of data relevant to teacher pupil transactions in a classroom setting. The physical configuration of CATTS consisting of three interdependent stations (teaching, observation-coding, and analysis-encoding) is described. Hardware components (coding, computer, and output) of the prototype CATTS are graphed and discussed. It is explained that the basic control element in the CATTS system is a small digital computer which is programed to provide system timing, information collection, and feedback of results. Three variations of the basic system are considered including a consensus coding system, a simultaneous coding system, and CATTS with tally pattern recognition. Discussed are current hardware and software extensions of CATTS in the areas of data collection and input developments, extensions of the real-time multi-observer system, and feedback and output developments. Related research in the establishment of a general training laboratory is considered. (GW)

# EM

**ED 067 811** EM 010 071

*Belenky, Robert*

**Fragments of a Lesson Plan.**

Pub Date 71

Note—214p.

Available from—Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($7.50)

**Document Not Available from EDRS.**

Descriptors—Community Involvement, Community Support, Counseling, Disadvantaged Youth, *Experimental Programs, Experimental Teaching, *School Community Relationship

Tangential pieces and parts of work experiences of a psychologist-educator-researcher are put together in this collection to let the reader into the real world of education and experimental projects. The book is a loosely structured compilation of information taken from a personal journal, reports, and tape-recorded interviews of the people dealt with--children, mothers, criminals, teachers, camp counselors, juvenile delinquents, and colleagues. Suggestions for the "would-be community mental health architect" are implicit throughout the book, and are brought to the surface and clarified in a chapter on "Ruminations and Obsessions." (SH)

**ED 067 812** EM 010 073

*Silvern, Leonard C.*

**Systems Engineering Applied to Training.**

Pub Date 72

Note—170p.

Available from—Gulf Publishing Company, Book Division, 3301 Allen Parkway, Houston, Texas 77001 ($7.95)

**Document Not Available from EDRS.**

Descriptors—Flow Charts, Models, Simulation, *Systems Analysis, *Systems Approach, Systems Concepts, *Systems Development, Trainers, *Training, Training Objectives

Identifiers—Systems Engineering

Written for training directors and human resource developers who have had experience and now need a systematic way to plan new programs, this book presents a new way of thinking about human learning and of organizing programs which has been developed from the systems engineering field. A first chapter explains what is meant by "systems" and goes into some detail in describing various types and functions of systems. The second chapter develops a flowchart model which attempts to identify all the essential elements in the improvement of human performance through training, and the third chapter carries this model to finer levels of detail. Simulation is introduced and defined in the fourth chapter, and an illustration of how it might function in helping solve real-life problems in conjunction with the flowchart model is also offered in this chapter. The final chapter speculates about the future of training systems. (SH)

**ED 067 813** EM 010 084
*Maier, Norman R. F.*
**Problem Solving and Creativity; In Individuals and Groups.**
Pub Date 70
Note—493p.
Available from—Brooks/Cole Publishing Company, 10 Davis Drive, Belmont, California 94002 ($10.50, Text Edition)
**Document Not Available from EDRS.**
Descriptors—*Creativity, Decision Making, *Group Behavior, Group Dynamics, Individual Characteristics, Leadership, *Problem Solving, Textbooks
Studies on individual and group problem solving from the past 15 years are brought together in this volume. Four sections of the book consider individual problem solving and the search for a possible unique factor in creativity. The next four sections concern themselves with the various aspects of group problem solving, and a final part of the book deals with the extension of the problem-solving approach. (Author/RH)

**ED 067 814** EM 010 115
*Mathison, Stuart L. Walker, Philip M.*
**Computers and Telecommunications: Issues in Public Policy.**
Pub Date 70
Note—270p.
Available from—Prentice-Hall, Publishers, Englewood Cliffs, New Jersey 07632 ($13.50)
**Document Not Available from EDRS.**
Descriptors—Communications, *Computers, Data Processing, Electronic Data Processing, Federal Legislation, *Government Role, Microwave Relay Systems, *Policy Formation, *Public Policy, Technological Advancement, *Telecommunication, Telephone Communications Industry, Time Sharing
Identifiers—ARPA Network, Federal Communications Commission
The rapid growth of data communications and remote-access computing has outpaced the ability of industrial organizations to adapt to change, and at the same time has outpaced the ability of government policy making organizations to guide the evolution of this new technology. This book focuses on a number of important issues awaiting resolution by the Federal Communications Commission (FCC) and Congress. It identifies and explains policy problems and the implications of alternative solutions, providing technical and regulatory background information where necessary. (SH)

**ED 067 815** EM 010 123
*Cirino, Robert*
**Don't Blame the People.**
Pub Date 71
Note—339p.
Available from—Random House, Publishers, 201 East Fiftieth Street, New York, N. Y. 10022 ($8.95, paperback $2.45)
**Document Not Available from EDRS.**
Descriptors—*Bias, Censorship, *News Media, Press Opinion, *Public Opinion, Public Policy
The thesis of this book is that the news media use bias, distortion, and censorship to manipulate public opinion and preserve the "status quo." It is composed of numerous illustrations of "failures" on the part of the mass media to present an accurate and complete picture of reality and to present minority or unpopular viewpoints. (SH)

**ED 067 816** EM 010 128
*Leive, David M.*
**International Telecommunications and International Law: The Regulation of the Radio Spectrum.**
American Society of International Law, New York, N. Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 12 Dec 70
Note—386p.
Available from—Oceana Publications Inc., Dobbs Ferry, N. Y. 10522 ($16.50)
**Document Not Available from EDRS.**
Descriptors—Broadcast Reception Equipment, *Communications, Communication Satellites, *International Law, *International Organizations, *Telecommunication
Identifiers—*International Telecommunication Union, ITU
The international regulation of the radio frequency spectrum is seen as an interplay of international law and technology. The means by which the radio frequency spectrum is apportioned among and used by the nations of the world are analyzed. An in-depth examination of the international agency responsible for regulating the use of the spectrum, the International Frequency Registration Board of the International Telecommunications Union, is presented, along with an explication of the international law establishing rules of conduct that govern such use. (JY/RH)

**ED 067 817** EM 010 129
*Kyratonis, Dorothee, Ed. Vonhoff, Renate, Ed.*
**Multi-Media Systems in Adult Education; Twelve Project Descriptions in Nine Countries.**
International Central Inst. for Youth and Educational Television, Munich (West Germany).
Spons Agency—Council of Europe, Strasbourg (France).; Ministry of Education and Science (Federal Republic of Germany).
Pub Date 71
Note—255p.; See also ED 047 533
Available from—Internationales Zentralinstitut fur das Jugend- und Bildungsfernsehen, 8 Munchen 2, Rundfunkplatz 1, Germany
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Adult Education, Audiovisual Aids, Case Studies, *Comparative Education, Educational Economics, Educational Technology, *Educational Television, *Extension Education, Feedback, Instructional Design, Instructional Media, Mass Media, *Multimedia Instruction, Telecourses, Televised Instruction
Identifiers—Austria, France, Great Britain, Japan, Netherlands, Poland, Sweden, United States, West Germany
Twelve multi-media adult education projects in nine countries are described in this 250-page book. The projects include England's Open University, Japan's Broadcast Correspondence High School and University of the Air, West Germany's Telecolleg, The Netherland's TELEAC, France's RTS-Promotion and Tele-CNAM, Poland's Politechnika Telewizyjna, and in the U.S., the Chicago TV College. The first section of the book outlines eight steps for building an efficient out-of-school instructional media project. The steps are: formulation of the educational problem, definition of the instructional objectives, definition of alternative media systems, identification of limiting conditions, evaluation of alternative media systems, planning the hardware and software, implementation of the project, and continuing evaluation and modification. Each of the case studies includes data about the background, organization, and current operation of each project. One of the case studies, Japan's Broadcast Correspondence High School, also includes data about costs. (MG)

**ED 067 818** EM 010 130
*Dwyer, Francis M.*
**A Guide for Improving Visualized Instruction.**
Pub Date 72
Note—138p.
Available from—Learning Services, Box 784, State College, Pennsylvania 16801 ($9.00)
**Document Not Available from EDRS.**
Descriptors—Academic Achievement, Color Presentation, Educational Research, Illustrations, Instructional Television, *Literature Reviews, *Media Research, *Media Selection, Models, Programed Instruction, Realism, Slides, Textbooks, *Visual Aids, *Visual Stimuli
A critical problem in education is the lack of evidence available to serve as a guide for educators, educational product developers, and media researchers in selecting or designing visual illustrations which will be most effective in facilitating student achievement of specific educational objectives. This book summarizes studies evaluating the effectiveness of different types of visual illustrations presented in slides, television, programed instruction booklets, and textbooks, and the results of studies investigating the relative effectiveness of the different methods. A summary of results section discusses specific conclusions, including that the effectiveness of visualized instruction is primarily dependent upon the type of visualization used, the method by which the visualized instruction is presented, the type of educational objectives specified, student characteristics, and the technique used to focus attention on the essential learning cues in the visualized materials. Finally, a model for the emipirical validation of visual materials is presented. (SH)

**ED 067 819** EM 010 139
*Martin, James*
**Introduction to Teleprocessing.**
Pub Date 72
Note—267p.; Automatic Computation Series
Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($10.50)
**Document Not Available from EDRS.**
Descriptors—Broadcast Reception Equipment, Communications, Computer Programs, *Computers, *Data Processing, Radio, *Telecommunication, Telephone Communication Systems, Television, *Textbooks
A constantly expanding, vast network of telecommunication links spans the industrialized countries of the world, carrying telephone, telegraph, and television signals, news photographs, and radio programs. The field of data transmission through these links is covered in this book, which first offers a brief rationale and discussion of various types of terminals. Other sections deal with categories of data transmission systems, communication channel capacity, categories of communication lines, modem and data sets, characters and codes, modes of transmission, line errors, man-computer dialog, multiplexing, network structure, the transmission control unit, terminal consideration, software, the flow of data, and design techniques. The appendixes give more comprehensive summaries and checklists for use in the design and selection of teleprocessing equipment. Also included are a list of references, class questions, and a glossary. (RH)

**ED 067 820** EM 010 140
*Costigan, Daniel M.*
**FAX: The Principles and Practice of Facsimile Communication.**
Pub Date 15 Dec 71
Note—270p.
Available from—Chilton Book Company, 401 Walnut Street, Philadelphia, Pennsylvania 19106 ($10.00)
**Document Not Available from EDRS.**
Descriptors—Equipment Manufacturers, *Facsimile Communication Systems, *Facsimile Transmission, Standards, Telecommunication, *Telephone Communication Systems
Identifiers—FAX
Facsimile communication, the process by which graphics are transmitted from one place to another, is the subject of this book designed for a system engineer designing a whole system, a student who needs to learn all he can without getting bogged down in details, or a businessman who wants to know how facsimile can help him. The book surveys history, uses, economics, types of systems, and how it all works. (RH)

**ED 067 821** EM 010 143
*Bateson, Gregory*
**Steps to an Ecology of Mind.**
Pub Date Mar 72
Note—516p.
Available from—Ballantine Books, Inc., 101 Fifth Avenue, New York, N.Y. 10003 ($1.95)
**Document Not Available from EDRS.**
Descriptors—Anthropology, *Beliefs, Biology, *Cultural Context, *Cultural Environment, Cybernetics, Discovery Processes, *Ecology, Environment, *Perception
This book contends that we create the world we perceive because we select and edit reality to conform to our beliefs; that our cultural mind has come to a point where the dissonance between reality and false beliefs is so great that it is impossible to avoid the awareness that the world no longer makes sense; and that only once this awareness takes place is it possible for the mind to consider radically different ideas and perceptions. This theme is developed throughout the collection of articles and essays which comprise this book, particularly with reference to the environment and ecology. It is organized into parts which include general discussions, form and pathology in anthropology, form and pathology in relationship, biology and evolution, epistemology and ecology, and crisis in the ecology of mind. (Author/RH)

**ED 067 822** EM 010 154
*Blakeslee, Douglas, Ed.*
**The Radio Amateur's Handbook.**
American Radio Relay League, Newington, Conn.
Pub Date 72
Note—700p.
Available from—American Radio Relay League, Newington, Connecticut 06111 ($4.50)

**Document Not Available from EDRS.**
Descriptors—Broadcast Industry, Broadcast Reception Equipment, Electronics, *Guides, *Manuals, *Radio, Semiconductor Devices, Telecommunication, Transistors
Identifiers—Amateur Radio
The objectives of this basic reference work for the radio amateur are to present radio theory and practice in terms of application and to reflect both the fundamentals and the rapidly-advancing technology of radio communications so that the radio amateur will have a guide to what is practical, meaningful, proven, and useful. Twenty-three chapters provide detailed information and illustrations on subjects ranging from the inner workings of radios, through transmitting and receiving systems, to assembling and operating a radio station. (SH)

**ED 067 823** EM 010 157
*Keeley, Joseph*
**The Left-Leaning Antenna; Political Bias in Television.**
Pub Date 71
Note—320p.
Available from—Arlington House, Publishers, 81 Centre Avenue, New Rochelle, New York 10801 ($8.95)
**Document Not Available from EDRS.**
Descriptors—*Bias, *Broadcast Industry, *Politics, *Television
Examples of political bias in television, the structure of the media which encourages it, and a program for citizen action against media bias are presented in this volume. (RH)

**ED 067 824** EM 010 160
*Green, Maury*
**Television News; Anatomy and Process.**
Pub Date 69
Note—352p.
Available from—Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, California 94002 ($7.95)
**Document Not Available from EDRS.**
Descriptors—Films, *Journalism, Mass Media, *News Media, Programing (Broadcast), *Television, Video Tape Recordings
Primarily for the journalist, this book explores three aspects of television news--its techniques, its journalistic concepts, and its effects on society--in developing its argument that the relationship of television news technique to concept is extremely intimate and widely misunderstood, and that the effects of television news on society are so profound that they should be of concern to all men. The first part of the book provides an introduction to television news, with information on its history, opportunities and requirements, news sources and values, and story development. A second part concentrates on television news writing styles and uses of film, while the third part considers the television reporter as a film reporter, a video reporter, and an investigative reporter. The fourth part covers aspects of television news production, such as the role of assignment editor, producers, panel shows, news specials, and the duties of news directors. The final part discusses television news and American society. Appended are a list of 1968 job openings, the Television Code of the National Association of Broadcasters, Canon 35 of the American Bar Association's Canons of Judicial Ethics, suggested additional reading, and a glossary. (SH)

**ED 067 825** EM 010 162
*Churchill, Hugh B.*
**Film Editing Handbook; Technique of 16mm Film Cutting.**
Pub Date 72
Note—198p.
Available from—Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, California 94002 ($4.95)
**Document Not Available from EDRS.**
Descriptors—*Film Production, *Films, *Guides, Photography
Identifiers—Film Cutting
Designed to help the film student with the complexities of 16mm film cutting, this handbook catalogs the mechanical procedures of both picture and sound cutting and supplies step-by-step explanations of these procedures. Because the handbook was organized so that it could be used while working at the cutting bench, common cutting problems and procedures are presented in different sections, each followed by steps to be taken for their solution. The procedures are carefully explained and provided with detailed drawings. Appended are sample forms and charts, descriptions of equipment and tools, a bibliography, and a glossary. (SH)

**ED 067 826** EM 010 170
*Billingsley, Ray V.*
**System Simulation as an Interdisciplinary Interface in Rural Development Research.**
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Report No—TAES-TA-9915
Pub Date Apr 72
Note—18p.; Paper presented to the North Central Regional Research Committee, Farm Foundation Symposium (Iowa State University, April 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Interdisciplinary Approach, Models, *Rural Development, Rural Education, *Simulation, *Systems Analysis, Systems Approach
Although the techniques of simulations and systems analysis are often abused, they can provide a useful framework for rural development research. However since system simulation models can generate what appears to be precise data, it is well to remember that results are merely projections of what would be expected to occur if all the conditions of the model were met. Often the usefulness of a simulation model can be enhanced by interdisciplinary cooperation. Although this can cause communication problems, it frequently results in valuable insights. Three kinds of simulation models have been used in rural research; dynamic feedback commodity models, area models, and resource use models. Some of the variables that interact in simulation models are economic, physical, cultural/sociological, and biological. Using an interdisciplinary system simulation model we should be able to anticipate the effects of a change in a rural development program on a community's population, income, environment, service facilities, and tax structure. (MG)

**ED 067 827** EM 010 174
*Capron, William M., Ed.*
**Technological Change in Regulated Industries.**
Pub Date 71
Note—238p.; Studies in the Regulation of Economic Activity
Available from—The Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($7.95)
**Document Not Available from EDRS.**
Descriptors—Communications, *Federal Legislation, *Industry, *Technological Advancement, Telecommunication, Transportation
The articles in this volume discuss how well industries operating under government regulation respond to technical innovation: do the effects of regulations vary among industries, and if so, does this result from variations in the regulatory approach, the organization of the firms, or the nature of the technology? Industries considered include monopoly firms, the bulk-power industry, the communications industry (especially the telephone system), air transport, and surface transport. (RH)

**ED 067 828** EM 010 179
*Goldberg, Adele Suppes, Patrick*
**A Computer-Assisted Instruction Program for Exercises on Finding Axioms. Technical Report Number 186.**
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 23 Jun 72
Note—46p.; Psychology and Education Series
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Artificial Intelligence, *Computer Assisted Instruction, Computer Programs, Deductive Methods, Instructional Innovation, *Logic, Mathematical Logic, *Program Descriptions
An interactive computer-assisted system for teaching elementary logic is described, which was designed to handle formalizations of first-order theories suitable for presentation in a computer-assisted instruction environment. The system provides tools with which the user can develop and then study a nonlogical axiomatic theory along whatever lines he specifies. These tools include a proof-checking program that allows the user to construct derivations by taking advantage of the theorem-proving capabilities of the computer. Results of preliminary investigations using this computer-assisted teaching system in a manner designed to give the student greater control over the organization of his curriculum are summarized, and initial studies on the uses of mechanical theorem provers in teaching about proof construction are outlined. (Author/RH)

**ED 067 829** EM 010 180
*Bobrow, Daniel G.*
**Requirements for Advanced Programming Systems for List Processing.**
Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.
Pub Date Mar 72
Note—36p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-739 679, MF $.95 HC $3.00)
**Document Not Available from EDRS.**
Descriptors—Computer Programs, *Computers, Information Processing, Programing, *Programing Languages, Programing Problems
Identifiers—List Processing
List Processing systems are designed to facilitate production of large programs to manipulate large complex symbolic data stores. This paper presents an overview of a number of system features which are important for improving the productivity of programers working in such domains. A systems view is taken, rather than focusing just on language features, since algorithms not only must be coded in a language form, but must be debugged, modified, made efficient, and run on data. Because of this general framework, the requirements specified are applicable to the design of advanced programing systems for a wide range of applications. Three aspects of programing systems are highlighted: interactive facilities, programable control structures, and sophisticated data communication mechanisms. (Author/SH)

**ED 067 830** EM 010 193
*Lackmann, Ron*
**Remember Television.**
Pub Date 71
Note—192p.
Available from—G. P. Putman's Sons, 200 Madison Avenue, New York, N. Y. 10016 ($7.95)
**Document Not Available from EDRS.**
Descriptors—Books, *Broadcast Television, *Commercial Television, *Modern History, *Programing (Broadcast), *Television
The programs of American television during the 1947-1958 period are chronicled in this volume with pictures and short descriptions of most of the top shows of the time. The period was chosen to cover the time when television was a young and innovative medium, with much live programming. (RH)

**ED 067 831** EM 010 197
*Facetti, Germano Fletcher, Alan*
**Identity Kits. A Pictorial Survey of Visual Signals.**
Pub Date [71]
Note—70p.
Available from—Van Nostrand Reinhold Company, 450 West 33rd Street, New York, N.Y. 10001 ($16.50)
**Document Not Available from EDRS.**
Descriptors—Free Hand Drawing, *Nonverbal Communication, Painting, Perception, Photography, Sculpture, *Symbolic Language, *Symbolism, Visual Arts, *Visual Environment, Visualization, Visual Learning, *Visual Literacy
Visual modes of communication are described in this book, which also attempts to show some of the layers of meaning implicit in visual forms and symbols and something of what these can tell about people in general and their subconscious striving for self-identification. It is composed of a series of selected images--photographs, cartoons, drawings, sculpture, paintings--with the hope of stimulating thought along these lines. (RH)

**ED 067 832** EM 010 200
*Shervis, Katherine, Comp.*
**Legal and Political Aspects of Satellite Telecommunication: An Annotated Bibliography.**
Wisconsin Univ., Madison. EDSAT Center.
Spons Agency—Wisconsin Univ., Madison.
Pub Date Jun 71

Note—126p.
Available from—The EDSAT Center, Space Science and Engineering Center, 1225 West Dayton Street, Madison, Wisconsin 53706 ($2.00)
**Document Not Available from EDRS.**
Descriptors—*Annotated Bibliographies, *Communication Satellites, *Federal Legislation, International Law, Laws, Legislation, *Political Issues, State Legislation, Technological Advancement, *Telecommunication

The potential of satellites for telecommunication is enormous; however, it is possible that political and legal barriers rather than technological considerations will ultimately shape the utilization of satellite systems. This annotated bibliography is designed for use by lawyers, political scientists, technicians, engineers, and scholars who need to ascertain the state of the legal and political complexities surrounding satellite communications. It begins with a discussion of the background and goals of the EDSAT Center at the University of Wisconsin and then presents a guide to the use of the bibliography and a list of abbreviations. The bibliography is separated into a record identification index, listing references alphabetically by author's name, and a permuted index, which is a Key Word Out of Context (KWOC) system to provide access to references by subject. Each reference in the record identification index includes author, title, source, key words and an abstract. (RH)

**ED 067 833** EM 010 221
*Brendel, Philip J.*
**Incasting and the Telephone Network. Working Paper III.**
Center for Policy Research, New York, N.Y.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Feb 72
Note—55p.; Technology and Society Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cable Television, *Citizen Participation, Community Antennas, Information Networks, Information Systems, Media Technology, Public Opinion, Telecommunication, Telephone Communications Industry, *Telephone Communication Systems, *Voting
Identifiers—CATV, *MINERVA

There are several ways the telephone system may be used for opinion polling and public participation in discussions. The easiest method is individual call-ins to a series of different telephone numbers that each represent a different choice or vote. The only extra equipment needed here is a device that tabulates the total number of calls reaching each number. However any sharp increase in demand for connections to a given telephone exchange can severely overload the telephone system. An alternative is to use an automatic interrogation device that sequentially calls all the participants in a discussion and either asks for their votes or collects votes stored in small attachments on each participant's telephone. Using this technique, some 50,000 participants distributed among 50 central telephone offices could have their votes tabulated and relayed to a central location in about 70 seconds. This technique will be the basis for experiments with citizen feedback in the MINERVA Project being run by The Center for Policy Research. (MG)

**ED 067 834** EM 010 223
*Werntz, Ted*
**A Preliminary Review of CATV as a Two-Way System. Working Paper V.**
Center for Policy Research, New York, N.Y.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Feb 72
Note—19p.; Technology and Society Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cable Television, Community Antennas, Information Systems, *Media Technology, On Line Systems, Telecommunication, Telephone Communications Industry, Telephone Communication Systems, *Video Cassette Systems
Identifiers—CATV, *Minerva, Two Way Cable Communications

Equipment for two-way cable television (CATV) is becoming available and there are steps we can take to ensure that it is used efficiently. For example a possible obstacle to the orderly development of two-way CATV is competition between CATV and video cassettes. However the two could complement each other if videotape materials were prepared to be sent via CATV to a subscriber's home during non-prime time and recorded on a video cassette for later viewing. There are also several design characteristics that could be built into a two-way CATV system to maximize its long-range usefulness: (1) the subscriber's home terminal could be built so that additional features would be made available by adding rather than replacing equipment; (2) significant changes in the system's central equipment should bring significant changes in system performance without requiring changes in subscribers' equipment; (3) the transmission path connecting home terminals to the central equipment could have enough capability to meet any foreseeable demand. (MG)

**ED 067 835** EM 010 227
*Zabor, Marge Kelly, Karen*
**Trainees and TV.**
Hawaii Univ., Honolulu. Honolulu Community Coll.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date 16 Aug 72
Note—67p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Childrens Books, *Instructional Television, *Paraprofessional School Personnel, Preschool Children, *Production Techniques, *Teacher Education, *Video Tape Recordings

Videotape presentations were utilized in a course on children's literature for a group of paraprofessional aides in preschool centers. The authors encountered numerous technical and production problems, and therefore present a number of observations and recommendations to help others avoid the same mistakes. (RH)

**ED 067 836** EM 010 229
*Trohanis, Pascal Louis*
**Audible Multi-Imagery: Information Learning and Retention Capabilities.**
California State Dept. of Rehabilitation, Sacramento.
Pub Date 72
Note—117p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—High School Students, Information Processing, Intermode Differences, *Multimedia Instruction, *Multisensory Learning, *Program Length, Retention, Viewing Time
Identifiers—AMI, *Audible Multi Imagery

Simultaneously projected multiple-images with sound communication--Audible Multi-Imagery (AMI)--was investigated in terms of its capacity to promote student learning and retention of subject matter in a formal instructional setting. A population of 253 high school psychology students were randomly assigned to one of three AMI treatments--each differing in the length of the program--or to a control group. Each AMI group viewed their program segment, and then all subjects responded to a written test, both immediately after viewing the program and one week later. The control group saw no programs and responded only to the immediate posttest. Results indicated that subjects in all AMI treatments had significantly higher scores on the posttest than did the control group, and that the shorter instructional episodes were most efficient in retarding information loss over time. Appended are narration scripts of AMI programs, a log of materials costs for 30 minutes of AMI programming, a log of preparation activities and time expended in each for 30 minutes of AMI programming, and a selected bibliography. (SH)

**ED 067 837** EM 010 231
*Volker, Roger And Others*
**Using Instructional Media; A Guidebook to Educational Media Education 305B.**
Iowa Univ., Iowa City. Coll. of Education.
Pub Date 71
Note—96p.; See also EM 010 232
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Audiovisual Aids, Behavioral Objectives, Display Panels, *Educational Technology, Films, *Guides, Instructional Materials Centers, *Instructional Media, Overhead Projectors, Photography, Slides, Tape Recordings, *Teacher Education, Transparencies, Video Tape Recordings, Visual Aids, Visual Literacy

Designed for use in an education course in techniques that teachers use in presenting materials to a class, this guidebook consists of detailed descriptions of the operation and instructional utility of a wide range of educational media. The first section provides an introduction to the course and includes information about course objectives, equipment available, assignments, and grading. Other sections center upon instructional displays, behavioral objectives and scripting, still photography, motion photography and video taping, visual literacy and spirit duplicated materials, transparencies and the overhead projector, and audio taping and equipment. Each section is fully illustrated and has detailed instruction. (SH)

**ED 067 838** EM 010 233
*Emery, Michael C. Smythe, Ted Curtis*
**Readings in Mass Communication; Concepts and Issues in the Mass Media.**
Pub Date 72
Note—502p.
Available from—William C. Brown Company, Publishers, 135 South Locust Street, Dubuque, Iowa 52001 ($6.50)
**Document Not Available from EDRS.**
Descriptors—Broadcast Industry, Cable Television, *Changing Attitudes, *College Instruction, Freedom of Speech, Journalism, *Mass Media, News Media, Newspapers, Radio, *Technological Advancement, Television

The aim of this book of readings is to provide college students with a wide variety of articles on the rapid changes and problems of today's mass media. The problems of access, control, protection of sources, and relevance are considered crucial to the changing role of the media. Changes in the structure of both traditional media and new alternatives are described. Debates and controversies over objectivity, the power of the press, and coverage of minorities also receive attention. In addition, an appendix contains three national reports on press performance and the proposal for a "National Center for the Study of Media." (RH)

**ED 067 839** EM 010 238
*Sullivan, Marjorie Moore, Jean*
**Media Use by Kansas Teachers and Students.**
Kansas Association of School Librarians, Wichita.; Kansas State Teachers Coll., Emporia. Dept. of Librarianship.
Pub Date 72
Note—107p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Creativity, *Educational Technology, *Instructional Media, *Media Selection, Media Specialists, Student Developed Materials, *Surveys, Teacher Developed Materials, Teacher Education, Use Studies
Identifiers—Kansas

To determine the present status of print and nonprint media use by teachers and students in Kansas schools, a survey questioned 288 elementary and secondary school teachers. Data gathered about teacher media involvement, student media use, and teacher characteristics suggests that high percentages of teachers use professional materials, participate in selection and consult about materials, but that they use electronic nonprint media less widely and frequently. Their students use media widely and frequently for information, but they are less involved in media presentation and preparation. Extent of media use among teachers was apparently related to previous library and audiovisual course work, academic degree attained, years of teaching, teaching level, and subject area. Recommendations are for preservice and inservice media education for teachers, education of school media specialists to supply consultation needed by teachers, increased emphasis on creative student inquiry and flexible scheduling, and continued efforts to attain "media programs that will best aid the schools in implementing their educational goals and instructional programs." (Author/SH)

**ED 067 840** EM 010 251
**A Project on Comprehension and Effects of Mass Communication.**
Finnish Broadcasting Company, Helsinki (Finland).
Pub Date 72
Note—96p.; Number 14/1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Attitudes, *Changing Attitudes, Collective Settlements, Documentaries, Mass Media, Media Research, *Rural Population, *Television, *Television Research
Identifiers—Finland

A project was designed to evaluate the comprehension and effects of a program about a Russian collective farm presented in three segments over Finnish television. Subjects were Finnish citizens; most were also farmers. Data on effects and comprehension were collected by telephone survey, field interviews, mail questionnaires, a viewing test with a group of farmers, and press comments and spontaneous audience reaction. Results indicate that the program did not change attitudes, but that information from the program was used to reinforce and enrich existing attitudes. (RH)

**ED 067 841** EM 010 252
**Show and Tell; A Clinic on Using Media in Library Instruction.**
American Library Association, Chicago, Ill.
Pub Date Jun 72
Note—32p.; Paper presented at the American Library Association Annual Conference (Chicago, Illinois, June 28-29, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Audiovisual Aids, *Catalogs, *Computer Assisted Instruction, Directories, Independent Study, *Instructional Aids, *Libraries, Library Instruction, *Library Skills
Identifiers—American Library Association
This catalog lists materials useful in teaching patrons how to use the library. The materials were prepared by librarians, by state departments of education, and by commercial firms. Many of them are introductions to specific libraries, but some cover general topics like use of the card catalog and bibliographies. Although some of the materials are print, most are slide-tapes or computer-assisted instruction. Descriptions of materials developed by librarians usually include: name and address of library, name of program, media involved, time required for presentation, a short note describing the content and purpose of the program, and the name, address, and phone number of a person to contact for more information. Descriptions of materials developed by departments of education or commercial firms usually include: media, title, author, unit price, series price, suitability, copyright date, and publisher or producer. A directory lists consultants who have developed library orientation programs. (JK)

**ED 067 842** EM 010 255
*Seidel, Robert J.*
**Current Status of Computer-Administered Instruction Work Under Project IMPACT.**
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-PP-18-72
Pub Date Jul 72
Note—18p.; Paper presented at U.S. Continental Army Command Training Workshop (Fort Gordon, Georgia, October 1971)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Computers, *Computer Science, *Military Training, Program Descriptions
Identifiers—*Project IMPACT, U S Army
The goal of Project IMPACT is to provide the U.S. Army with an effective, efficient, and economical computer-assisted instruction (CAI) system in a total system framework. This paper reviews the a) reasons for establishment of Project IMPACT, b) nature of the project and its relevance to needs of the Army, c) reasons why the Army needs to develop its own capability in CAI, and d) directions and prospects for delivery of specifications for an operational CAI system for the Army within the next two years. (JK)

**ED 067 843** EM 010 256
*Ball, Tom*
**Needed: Evaluation Criteria for the Community College Broadcasting Education Program.**
East Texas State Univ., Commerce.
Pub Date 72
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Broadcast Industry, *College Programs, *Community Colleges, *Evaluation Criteria, Guidelines, *Mass Media, Radio, Television
At present it is difficult to evaluate broadcasting education programs because of a lack of suitable criteria integral to the broadcasting discipline itself. A set of criteria are suggested here. They are: 1) an identifiable local need for a community college broadcasting education program does exist; 2) a viable broadcasting education industry advisory committee is in operation at the community college; 3) the program undergoes continuous self-evaluation; 4) the faculty should combine higher education and broadcast industry work experience; 5) the faculty salaries are high enough to attract qualified personnel; 6) facilities and equipment are adequate to meet the needs of the program; 7) counseling and placement services are provided; 8) the learning resources center is able to meet student needs; 9) students receive credit for off-campus station internship experience; 10) the college integrates its programs with the offerings of other colleges; 11) the college provides equal educational opportunity, and 12) the program has the potential for balance between general and occupational education. Guidelines relating to these criteria are also stated. (JK)

**ED 067 844** EM 010 257
*Mortensen, C. David*
**Communication: The Study of Human Interaction.**
Pub Date 72
Note—430p.
Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036 ($7.95)
**Document Not Available from EDRS.**
Descriptors—*Communication (Thought Transfer), Group Dynamics, Human Relations, Information Networks, Information Processing, Interaction Process Analysis, Intercommunication, *Interpersonal Relationship, Models, Mutual Intelligibility, *Nonverbal Communication, Personal Relationship, Sociocultural Patterns, *Textbooks, *Verbal Communication
Designed to provide a comprehensive and broadly based introduction to the study of human communication, this book presents the concept of communication as interrelated constituent processes that operate at varying levels of complexity and acquire significance only in the context of larger intrapersonal, interpersonal, or socio-cultural systems of behavior. The first part presents foundations--the frame of reference used in this book and different models of communication. Other parts focus on the intrapersonal system (human information processing and psychological orientation), interpersonal system (verbal interaction, nonverbal interaction, and interpersonal contact), and the sociocultural system (situational geography, communication networks, and communication and social influence). (SH)

**ED 067 845** EM 010 259
**Videocassette Industry Guide, 1972.**
Pub Date Jun 72
Note—159p.
Available from—Videocassette Industry Information Service, Suite 3, 4731 Laurel Canyon Blvd., North Hollywood, California 91607 ($15.95, for June and December issues)
**Document Not Available from EDRS.**
Descriptors—Catalogs, Costs, *Directories, *Equipment Manufacturers, Film Libraries, Television, *Video Cassette Systems, *Video Equipment, *Video Tape Recordings
More than 200 companies which produce videocassette hardware and software are listed in this 150-page catalog. The first section of the catalog is an alphabetical listing of the major producers and distributors of videocassettes and related equipment in the U. S. and nineteen other countries. Each listing describes the main products of each company and includes the head office address and names of senior executives. Succeeding sections list wholesalers and retailers in the industry, sources of ready-made programs, program producers, sources of professional services, and geographical cross-references. The final section is a 45-page review of videocassette hardware; each catalog entry in this section includes a description of equipment, ranging from a hundred word summary to several hundred words with detailed technical specifications and photographs. (MG)

**ED 067 846** EM 010 262
**Index to Ecology (Multimedia). First Edition.**
University of Southern California, Los Angeles. National Information Center for Educational Media.
Pub Date 71
Note—212p.
Available from—National Information Center for Educational Media, University of Southern California, University Park, Los Angeles, California 90007 ($22.50)
**Document Not Available from EDRS.**
Descriptors—*Audiovisual Aids, Biological Sciences, Catalogs, *Ecology, Educational Resources, *Environmental Education, Films, Instructional Films, Instructional Media, *Multimedia Instruction, Phonotape Recordings, Pollution, Soil Conservation, Tape Recordings, Transparencies, Video Tape Recordings, Water Pollution Control
More than 7,000 films, videotapes, transparencies, recordings and multimedia presentations about ecology and the environment are described in this 211-page catalog. Titles are listed alphabetically, and each entry provides a 10-50 word summary of the materials, describes the media used, running time, audience level, production date, and the name of the producer and the distributor. Titles are also listed by subject, and by producer and distributor. (MG)

**ED 067 847** EM 010 263
**Index to Health and Safety Education (Multimedia). First Edition.**
University of Southern California, Los Angeles. National Information Center for Educational Media.
Pub Date 72
Note—618p.
Available from—National Information Center for Educational Media, University of Southern California, University Park, Los Angeles, California 90007 ($22.50)
**Document Not Available from EDRS.**
Descriptors—*Audiovisual Aids, Biological Sciences, Driver Education, Educational Resources, *Health Education, Home Economics Education, Instructional Films, Instructional Media, Medicine, *Multimedia Instruction, Phonotape Recordings, Physical Education, *Safety Education, School Safety, Video Tape Recordings
More than 16,000 films, videotapes, recordings and multimedia presentations for teaching health and safety education, driver training, medicine and dentistry, home economics, nursing and physical education are listed in this 620-page catalog. Catalog entries are classified alphabetically by title. Each entry provides a summary of the materials, describes the format used, running time, audience level, and the name of the producer and distributor. Titles are also listed by subject and by producer and distributor. (MG)

**ED 067 848** EM 010 264
**Index to Vocational and Technical Education (Multimedia). First Edition.**
University of Southern California, Los Angeles. National Information Center for Educational Media.
Pub Date 72
Note—298p.
Available from—National Information Center for Educational Media, University of Southern California, University Park, Los Angeles, California 90007 ($22.50)
**Document Not Available from EDRS.**
Descriptors—*Audiovisual Aids, Catalogs, Educational Resources, Engineering Education, Films, Instructional Films, Instructional Media, Multimedia Instruction, Phonotape Recordings, Photography, Tape Recordings, *Technical Education, Transparencies, Video Tape Recordings, *Vocational Education
Films, videotapes, transparencies, recordings and multimedia presentations about vocational and technical subjects, including engineering education and photography, are included in this 300-page catalog. Titles are listed alphabetically, and each entry provides a short summary of the materials, describes which medium is used, the running time, audience level, production date, and the name of the producer and distributor. Titles are also classified by subject and by producer and distributor. The catalog includes materials for all audiences, from pre-school children to adults. (MG)

**ED 067 849** EM 010 265
**Index to Psychology (Multimedia). First Edition.**
University of Southern California, Los Angeles. National Information Center for Educational Media.
Pub Date 72
Note—461p.

Available from—National Information Center for Educational Media, University of Southern California, University Park, Los Angeles, California 90007 ($22.50)
**Document Not Available from EDRS.**
Descriptors—*Audiovisual Aids, Behavioral Sciences, Catalogs, Child Psychology, Counseling, Developmental Psychology, Educational Psychology, Educational Resources, Experimental Psychology, *Films, *Instructional Films, Instructional Media, *Multimedia Instruction, Phonotape Recordings, Psychological Services, *Psychological Studies, Psychology, Tape Recordings, Video Tape Recordings
Identifiers—NICEM
Films, videotapes, transparencies, recordings and multimedia presentations for teaching psychology are listed in this 460-page catalog. Catalog entries are classified by subject and alphabetically by title. Subject classifications include animal, clinical, experimental, and physiological psychology, and research methodology. (MG)

**ED 067 850** EM 010 270
**Media Facilities, Equipment and Materials; Guidelines for the Development of an Instructional Media System, Part Two.**
Utah State Board of Education, Salt Lake City. Div. of Instructional Media.
Pub Date 71
Note—47p.; See also EM 010 269, EM 010 271, EM 010 272
Available from—Utah State Board of Education, 1400 University Club Building, 136 East South Temple Street, Salt Lake City, Utah 84111 ($1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Building Plans, *Facility Guidelines, Guidelines, *Instructional Materials Centers, Instructional Media
Identifiers—Utah
Part II of a series on instructional media systems outlines the facilities, equipment, and materials needed for a media system to function properly. Most of the booklet consists of photographs which illustrate the necessary facilities, equipment, and materials. Floor plans of three study centers in Utah public schools are included. (JK)

**ED 067 851** EM 010 271
**Media Exemplary Systems; Guidelines for the Development of an Instructional Media System, Part Three.**
Utah State Board of Education, Salt Lake City. Div. of Instructional Media.
Pub Date 71
Note—67p.; See also EM 010 269, EM 010 270, EM 010 272
Available from—Utah State Board of Education, 1400 University Club Building, 136 East South Temple Street, Salt Lake City, Utah 84111 ($1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Building Plans, Elementary Schools, *Facility Case Studies, Guidelines, *Instructional Materials Centers, Instructional Media, Junior High Schools, Space Utilization
Identifiers—Utah
Three exemplary school instructional media systems, one high school, one junior high, and one elementary school, currently in operation in Utah are described. Floor plans are included for each. Most of the booklet consists of photographs illustrating the facilities and purposes of the media systems. This booklet is part III of a series on instructional media systems. (JK)

**ED 067 852** EM 010 272
**Media How Are We Doing? Guidelines for the Development of an Instructional Media System, Part Four.**
Utah State Board of Education, Salt Lake City. Div. of Instructional Media.
Pub Date 71
Note—37p.; See also EM 010 269, EM 010 270, EM 010 271
Available from—Utah State Board of Education, 1400 University Club Building, 136 East South Temple Street, Salt Lake City, Utah 84111 ($1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Evaluation Criteria, Facility Guidelines, *Guidelines, *Instructional Materials Centers, Media Specialists, Personnel Needs, Use Studies
Identifiers—Utah
Part IV of a series dealing with instructional media systems offers evaluation guidelines that individual schools can use to examine the current status of their instructional media center, identify critical needs, and establish long and short term goals. The guidelines are in five areas: philosophy and program, personnel, facilities, equipment, and materials. Each area is composed of several specific items. Personnel, for instance includes both employees and users of the media center. For each item goals for four phases of the center's operation are set up. The phases proceed from the early days of the center to the time when it is fully equipped and made use of. (JK)

**ED 067 853** EM 010 273
**Electric Composition Cost Comparison.**
Joint Committee on Printing, Washington, D.C.
Pub Date Oct 70
Note—141p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.50)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Computer Science, *Cost Effectiveness, Electronic Equipment, *Photocomposition, *Printing, Reprography
Identifiers—*Electronic Composition
Experience of the U.S. Government Printing Office and others has shown that electronic composition of computer processed data is more economical than printing from camera copy produced by the line printers of digital computers. But electronic composition of data not already being processed by computer is not necessarily economical. This analysis examines pages from books and catalogs that are broadly representative of the work encountered by printers to determine the impacts on composition costs arising from computer processing. The study uses "break-even" analysis to determine when the costs of electronic composition become equal to composition by two conventional methods of hot metal composition and one method of photocomposition. Two equations were drawn to permit cost comparison. The results are charted here. In general, the scale of production required to achieve a break-even situation over conventional processes for one time typesetting applications is quite high, generally higher than the typical composing firm encounters. At the present stage of development it is clear that the computer process is far more costly than the output composer. (Several pages may be light.) (JK)

**ED 067 854** EM 010 281
*Drumheller, Sidney J.*
**Teacher's Handbook for a Functional Behavior-Based Curriculum; Communicable Models and Guides for Classroom Use.**
Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date 72
Note—125p.
Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($3.95)
**Document Not Available from EDRS.**
Descriptors—*Behavioral Objectives, Communication (Thought Transfer), *Curriculum Design, *Educational Change, *Guides, Models, Problem Solving, Self Actualization, Student Developed Materials, Teacher Developed Materials
This book holds that the learner does not progress by blindly mastering a series of isolated behaviors, fitting them together into a functional whole, as most schools and teachers conceptualize using behavioral objectives. Rather, the learner attempts to perform the larger behavior, identifies his shortcomings, and shapes his deficiencies within the framework of the larger performance. Some of the problems involved in implementing such a behavioral focus are explored, and a plan for a transitional curriculum, where teacher and learners can adjust to a functional, behavior-based curriculum, is developed. Part one presents a rationale for the curriculum, describing the behavioral position. The second part identifies behaviors needed by a learner in today's society, while the third part identifies some key pitfalls in the change process and presents some guidelines for effective implementation. (Author/SH)

**ED 067 855** EM 010 288
**Innovations in Television.**
National Center for Experiments in Television, San Francisco, Calif.
Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; Rockefeller Foundation, New York, N.Y.
Pub Date Oct 72
Note—30p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Art, Art Materials, *Creative Art, *Technological Advancement, *Television, Video Equipment
Included in this report are four short papers on television techniques which are used to produce images on a television screen. They are designed to enhance the use of television as an art form. (RH)

**ED 067 856** EM 010 290
*Howard, Brice*
**Videospace.**
National Center for Experiments in Television, San Francisco, Calif.
Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; Rockefeller Foundation, New York, N.Y.
Pub Date 72
Note—153p.
Available from—National Television Center, 288 7th Street, San Francisco, California 94103 ($2.50)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Artists, Creative Art, *Creative Expression, Innovation, Mass Media, Media Technology, *Production Techniques, Programing (Broadcast), *Television, Video Equipment, *Video Tape Recordings
The essence of television has heretofore been thought of as a distribution system, a means of moving pictures from one point to another. This conception has limited the possibility of the medium to the kind of programs shown on commercial television. But just as theater has its own kind of space, the stage, on which certain kinds of events are acted out, television also has a unique kind of space, videospace, and in this space a unique art can be created. The key creator in conventional television is the director, in videospace it is the mixer. The director is trying to give the impression of reality he is representing. The mixer, through creative mixing of images, is spontaneously discovering reality; he is presenting the act of discovery. And the mixer's art is preserved and played back on video tape. (JK)

**ED 067 857** EM 010 293
*Schramm, Wilbur And Others*
**Television and Educational Reform in El Salvador. Summary Report of the First Year of Research.**
Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency—Academy for Educational Development, Inc., Washington, D.C.; Agency for International Development (Dept. of State), Washington, D.C.
Report No—ICR-RR-3
Pub Date May 70
Note—43p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Change, *Educational Development, Educational Experiments, Educational Innovation, *Educational Technology, Educational Television, Grade 7, *Instructional Television, Rural Education, Science Education, Student Attitudes, Teacher Attitudes, *Televised Instruction, Urban Education
Identifiers—*El Salvador
The impact of instructional television and educational reform in El Salvador was apparent in the 1969 school year. Large gains in learning were recorded for each of the three televised seventh-grade courses--science, mathematics and social studies. Baseline tests administered in four grades of school revealed that urban students developed conceptual abilities more quickly than rural students. Tests of general and reading ability were given to large samples of school children and here again urban students led rural students, and boys led girls. Overall attitudes were highly favorable toward the new educational innovations. Teachers and students who used instructional television were quite favorable at the beginning of the experience and even more favorable at the end. Three quarters of the research sample of seventh-grade students showed they were aspiring to higher status careers and higher salaries than their parents.

And one final conclusion that emerged strongly was the importance of thorough planning and preparation before a new system goes into the classroom. (MG)

**ED 067 858** EM 010 295
*Brightman, Richard W.*
**Computer Assisted Instruction Program for Police Training.**
Coast Community Coll. District, Costa Mesa, Calif.; Los Angeles Police Dept., Calif.
Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.
Pub Date Dec 71
Note—63p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (N-2700-0081; $0.35)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Computer Assisted Instruction, Conventional Instruction, Educational Programs, *Independent Study, *Intermode Differences, Law Enforcement, *Police, *Program Evaluation, Search and Seizure
Identifiers—Project CALCOP

A project was devised to develop study materials for a computer-assisted instruction (CAI) course in police training, to develop computerized case problems, and to evaluate the effectiveness of the learning materials as compared with conventional classroom instruction in the same subject areas. Both an experimental group (police cadets at Golden West Police Academy who studied the course materials through use of a syllabus and CAI) and a control group (police cadets at Los Angeles Police Academy who studied the same subject through conventional classroom instruction) took intelligence tests and personnel tests; results of these tests allowed 23 matched pairs from control and experimental groups to be formed. At the conclusion of the training program, all subjects completed a written examination. Results of analyses of performance scores on the examination showed that the experimental group performed significantly better than the control group. Apparently, then, CAI and independent study are effective techniques for police training and should be investigated further and expanded. (SH)

**ED 067 859** EM 010 297
*Marland, S. P., Jr.*
**Federal Policy and Educational Technology.**
Pub Date 18 May 72
Note—15p.; Speech given before the Annual Meeting of the Education Commission of the States (Los Angeles, California, May 18, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Objectives, *Educational Research, *Educational Technology, Federal Aid, Federal Programs, Instructional Technology, Speeches
Identifiers—ATS F, National Center for Educational Technology, NCET

We must search for greater productivity in the teaching and learning process. During the past 15 years expenditures for elementary and secondary education have climbed from about four percent of GNP to eight percent. Much of this expenditure has been for educational technology, but we still don't know enough about how to use it. To help make better use of this technology the Office of Education has changed some of its research priorities, and has created a new unit, the National Center for Educational Technology (NCET). NCET will help to make the focus of our educational technology research more specific, to stop nickel-and-diming a lot of small studies and to start investing in a few comprehensive projects. For example the Rocky Mountain Demonstration Project has been awarded $5 million, half of NCET's fiscal 1973 budget, to try to show that some of the promises of educational technology can be realized. And we want to show that in the rush to efficiency and productivity we don't have to lose our sense of humanity. (MG)

**ED 067 860** EM 010 300
*Adams, Paul And Others*
**Children's Rights; Toward the Liberation of the Child.**
Pub Date 71
Note—248p.
Available from—Praeger Publishers, Inc., 111 Fourth Avenue, New York, N.Y. 10003 ($6.95)
**Document Not Available from EDRS.**
Descriptors—*Children, *Civil Liberties, Discriminatory Attitudes (Social), Educational Objectives, Educational Philosophy, Family (Sociological Unit), Family Attitudes, Family Influence, Social Development, *Social Discrimination, Social Influences, *Socialization, Social Relations, Social Values

The six essays included in this volume apply the philosophy that only those children who are reared in complete freedom will grow up whole and free, and attack the institutions which can shape and distort the lives of children--schools, courts, and the family. The introduction discusses the dilemmas of those who would free the child within society and offers priorities for the would-be liberators. Leila Berg, a specialist in early childhood education, reviews what has been done in both England and America toward recognition of the rights of children and suggests the sort of opposition further efforts can expect. Psychiatrists Paul Adams and Robert Ollendorff describe the present situation of children in relation to parents and society. Educator A.S. Neill shows how the recommendations of these two authors can be carried out in practice, and the deficiencies of the official attitude toward children are exposed in the last two chapters by Nan Berger, a freelance journalist and former civil servant, and Michael Duane, who was head of Risinghill, an experimental school for working class children. (Author/SH)

**ED 067 861** EM 010 302
*Wilkinson, Gene L.*
**DIST/AVC Out-Put Definition.**
Indiana Univ., Bloomington. Audio-Visual Center.
Pub Date Jan 71
Note—19p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Audiovisual Centers, Instructional Materials Centers, *Instructional Technology, *Management Information Systems, *Unit Costs

The first stage of development of a management information system for DIST/AVC (Division of Instructional Technology/Audio-Visual Center) is the definition of out-put units. Some constraints on the definition of output units are: 1) they should reflect goals of the organization, 2) they should reflect organizational structure and procedures, and 3) they should aid in making resource allocation decisions. (RH)

**ED 067 862** EM 010 305
*Wilkinson, Gene L.*
**Priority Determination for AVC Funded R&D Projects.**
Indiana Univ., Bloomington. Audio-Visual Center.
Pub Date Jun 70
Note—7p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Audiovisual Centers, Program Proposals, *Research Criteria, *Research Needs, *Research Projects

As an extension of ideas suggested in an earlier paper which proposed a project control system for Indiana University's Audio-Visual Center (see EM 010 306), this paper examines the establishment of project legitimacy and priority within the system and reviews the need to stimulate specific research proposals as well as generating a matrix of research needs. Legitimacy is discussed in terms of its fit within the Center's functions and its meeting of operational department needs. Priorities are discussed according to different levels of both absolute and relative importance. Finally, a three-step matrix construction process is set forth: identifying the discrete processes engaged in by the Center, identifying the research and training needs of these processes, and establishing relative priorities of the processes and second and third level activities related to the processes. (SH)

**ED 067 863** EM 010 310
*Click, J. W. Windhauser, John W.*
**Suggested High School Journalism Courses and Teacher Certification Requirements.**
Pub Date Aug 71
Note—15p.; Paper presented at the Association for Education in Journalism Meeting (Columbia, South Carolina, August 1971)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Certification, Courses, *High School Curriculum, *Journalism, Mass Media, Secondary Education, Teacher Background, *Teacher Qualifications

A survey of members of the Association for Education in Journalism secondary school division was taken to learn their recommendations for high school journalism courses and teacher certification requirements. Thirty-nine of 51 members replied. They recommended that a journalism minor and professional experience, in addition to teaching, be the minimum preparation for teaching journalism. Core courses in a journalism minor should include a survey of mass communication, news writing, copy editing, and newspaper make-up. Additionally, a teacher's education should include another primary teaching area along with some courses in radio/television and English. A secondary school should offer four semesters of journalism, including a one-semester course in the mass media. The courses should stress journalistic writing and analysis of the mass media more than the actual production of a high school publication. A news bureau staffed by students also is a good idea if the school administration allows adequate released time and compensation for supervising it. (JK)

**ED 067 864** EM 010 312
**Producing Instructional Media: The Overhead Projector and Copy Machines.**
Los Angeles City Schools, Calif. Div. of Career and Continuing Education.
Pub Date 72
Note—25p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Audiovisual Aids, Guides, *Overhead Projectors, *Production Techniques, Projection Equipment, Reprography, *Teacher Developed Materials, *Transparencies

Production of transparencies on an overhead projector can be very helpful in improving instruction. Techniques for producing transparencies either by hand or on a copy machine are covered visually in this handbook. Advantages of overhead projection are listed first; then the operation, cleaning, and maintenance of overhead projectors are covered. The remainder of the handbook consists of illustrations and simple, detailed instructions for producing transparencies. (Author/RH)

**ED 067 865** EM 010 313
*Saterstrom, Mary H., Ed. Steph, Joe A., Ed.*
**Educators Guide to Free Guidance Materials. Eleventh Edition.**
Educators Progress Service, Inc., Randolph, Wis.
Pub Date 72
Note—266p.
Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 ($8.75)
**Document Not Available from EDRS.**
Descriptors—*Audiovisual Aids, *Catalogs, Counseling Services, Educational Resources, Film Libraries, Films, Filmstrips, *Guidance Counseling, Phonotape Recordings, Tape Recordings, *Visual Aids
Identifiers—Free Materials

More than 1,000 films, filmstrips, audiotapes and other media that are available without charge to schools and guidance counselors are listed in this 270-page catalog. Listings are classified into one of four categories: career planning, including occupational and educational information; social and personal, including interpersonal relations and cultural differences; responsibility to self and others, including personal health and safety and conservation of resources; and use of leisure time. Each catalog entry describes the media used and the content, shows the presentation time, and the conditions of availability. The catalog includes separate indexes classifying materials by title, subject, source, and Canadian availability. (MG)

**ED 067 866** EM 010 315
*Browne, Ray B. Madden, David*
**The Popular Culture Explosion.**
Pub Date 72
Note—208p.; See also EM 010 316
Available from—Wm. C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001 ($4.95)
**Document Not Available from EDRS.**
Descriptors—*American Culture, Cultural Awareness, *Mass Media, *Periodicals, *Resource Materials, *Textbooks
Identifiers—*Popular Culture

Popular culture is defined here as anything produced by and/or dissembled by the mass media or mass production or transportation, either directly or indirectly, and that reaches the majority of the people. This sampler from mass magazines, intended for use in the study of popular culture, includes fiction from "Playboy"; articles on cars, Johnny Cash, Vietnam, best-sellers, Mia Farrow; poetry by students, Leroi Jones, Leonard Cohen; rock lyrics by Paul Simon; letters to the editor; personal testimony articles, advice columns, and a variety of ads. An essay on the rationale for studying popular culture suggests that the subject matter of the articles is less important than the media in which they occur. (JK)

**ED 067 867** EM 010 323
**Pacifica Programs 1972.**
Pacifica Tape Library, Berkeley, Calif.
Pub Date Oct 72
Note—60p.
Available from—Pacifica Tape Library, 2217 Shattuck Avenue, Berkeley, California 94707 ($1.00 per year)
Journal Cit—Pacifica Programs; v4 n1 1972
**Document Not Available from EDRS.**
Descriptors—Catalogs, *Educational Radio, *Phonotape Recordings, Programing (Broadcast), Radio, *Tape Recordings
Identifiers—Pacifica Foundation, Pacifica Tape Library
Several hundred audio tapes and cassettes that are available from the Pacifica Tape Library, Berkeley, California, are listed in this 60-page catalog. The tapes are available to schools, colleges, libraries, and educational organizations; however they may not be used for broadcasting except by Pacifica Affiliates. Tapes are classified according to 31 subjects, including alternative education, the peace movement, technology and the human future, science and scientists, and repression and conspiracy. Each catalog entry includes a 50-100 word summary of the program contents, and shows the running time. All titles are available on cassettes or on 7-inch reels, and cost from $8.50 for 30 minutes to $16.00 for 150 minutes. (MG)

**ED 067 868** EM 010 324
*Richstad, Jim*
**Developmental Communication Resource Materials.**
Hawaii Univ., Honolulu. East-West Center.
Spons Agency—Hawaii Univ., Honolulu.
Pub Date Oct 70
Note—18p.; Report on Conference on Developmental Communication Resource Materials (Honolulu, Hawaii, October 26-29, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Communication (Thought Transfer), *Developing Nations, Documentation, *Information Centers, *Information Dissemination, *Information Needs, Information Processing, Information Storage, International Programs
The Documentation Conference on Developmental Communication Resource Materials was held in October 1970 to help the Communication Institute at the East-West Center to define needs for documentation work in Asia and the Pacific, and the means by which to meet part of those needs. This report describes discussions of one of the Communication Institute's primary objectives--building a collection of knowledge about the use of communication in development that consists of research findings, cases, records, and related materials which are continuously updated, abstracted, indexed, evaluated, and disseminated. The results of the conference are summarized according to its agenda; major points include needs for particular materials, cultural factors which have to be taken into account in document collection and dissemination, and the present state of documentation in Asia. The plan of action for document collection is then detailed, comprising the major portion of the report. (SH)

**ED 067 869** EM 010 332
*Holzman, Seymour*
**IGE: Individually Guided Education and the Multiunit School.**
National School Public Relations Association, Washington, D.C.
Pub Date 72
Note—56p.
Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($4.00, stock # 411-23830)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Educational Innovation, *Elementary Education, Elementary Schools, *Individualized Instruction, *Multiunit Schools, Nongraded System, Program Descriptions, School Organization, Small Group Instruction, *Teaching Methods, Team Teaching, *Ungraded Schools
Identifiers—IGE, *Individually Guided Education
Individually Guided Education (IGE) is an elementary school program that replaces the self-contained classroom with an instructional unit composed of a unit leader, three to five teachers, paraprofessionals and clerical aides, and 100 to 150 children. Its program includes innovations such as nongraded instruction, team teaching, continuous progress, peer-group instruction, and differentiated staffing. IGE has seven major components: 1) an organization for instruction, a related administrative organization at the building level and another arrangement at the central office level; 2) a model of instructional programing for the individual student; 3) a model for developing measurement tools and evaluation procedures; 4) curriculum materials; 5) a program of home-school communications; 6) good communication among parts of the school system, and 7) continuing research and development. The first two of these are explained in this booklet, which also recounts experiences of schools which have adopted the program. A list of such schools is included. (JK)

**ED 067 870** EM 010 339
*Friend, Jamesine E. And Others*
**Student Performance in Computer-Assisted Instruction in Programming.**
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date 10 May 72
Note—96p.; Psychology and Education Series; Technical Report No. 184
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Students, *Computer Assisted Instruction, *Computer Science Education, Program Evaluation, *Programing, Programing Languages
Identifiers—AID, *Algebraic Interpretive Dialogue
A computer-assisted instructional system to teach college students the computer language, AID (Algebraic Interpretive Dialogue), two control programs, and data collected by the two control programs are described. It was found that although first response errors were often those of AID syntax, such errors were easily corrected. Secondly, while students easily learned the mechanics of the instructional system, they rarely used features that allowed student control. Thirdly, algebraic formulations of problems appeared to be more difficult than transforming algebraic expressions into AID commands. Finally, the students had the greatest difficulty understanding hierarchy of arithmetic operations, use of functions, and the execution sequence of AID commands. (Author/RH)

**ED 067 871** EM 010 341
*Gottesman, Ronald Geduld, Harry M.*
**Guidebook to Film; An Eleven-in-One Reference.**
Pub Date 72
Note—230p.
Available from—Holt, Rinehart and Winston, Inc., Publishers, 383 Madison Avenue, New York, N. Y. 10017 ($6.95)
**Document Not Available from EDRS.**
Descriptors—Annotated Bibliographies, *Bibliographies, Doctoral Theses, Film Libraries, *Film Production, *Film Study, Guides, Photographic Equipment, Production Techniques, *Resource Guides
This reference book lists sources useful in film study and production. It begins with a lengthy list of books and periodicals, briefly annotated, on film. These include reference works, histories, theory, criticism, and reviews, genre studies, studies on adaptation, works discussing the relation of film to society, books on film techniques, screenplays, books on screen personalities, Hollywood novels, film magazines, special series dealing with film, and a list of teaching materials. Theses and dissertations about films are listed. Directories of museums, archives, and film schools in the United States and abroad are included. Also listed are film distributors, sources of equipment and supplies for film production, bookstores, publishers, and sources for stills, film organizations and services, and festivals and contests in the United States and abroad. Winners of major awards are listed. (JK)

**ED 067 872** EM 010 346
*Morse, Neil*
**Age Specific Programming.**
Committee on Children's Television, San Francisco, Calif.
Pub Date 20 Oct 72
Note—8p.; Paper presented to the panels on Children's Television before the Federal Communications Commission (Washington, D.C., October 2, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administrative Agencies, Broadcast Industry, Business Responsibility, *Children, *Commercial Television, *Federal Legislation, Mass Media, Preschool Children, *Programing (Broadcast), Television
Identifiers—Committee on Childrens Television, FCC, Federal Communications Commission
Are children going to continue to serve television by providing a trusting audience for its commercial message, or is television going to begin to serve children? Current children's programs are designed for the sole purpose of holding the attention of the broadest age span possible. Today's television fails to enhance the small child's surroundings and fails to show him constructive actions he can copy to resolve his own problems. During one period of monitoring children's cartoons in the San Francisco Bay Area, it was found that dramatic characters engaged in seven times as many destructive as constructive actions, and that 79% of the destructive actions were rewarded. Broadcasters have ignored the Federal Communications Commission (FCC) requirement of ascertaining the needs of their community by disregarding the needs of children. If the FCC insisted that children be included in the process of ascertaining community needs, networks would start providing more adequate programs. Until the FCC starts enforcing its ascertainment requirements, there will be no significant change in the content of children's programing. (MG)

**ED 067 873** EM 010 347
*Williams, Sally*
**Climate for Change.**
Committee on Children's Television, San Francisco, Calif.
Pub Date 15 Oct 72
Note—11p.; Paper presented at the National Symposium on Children and Television (Third, New Haven, Connecticut, October 15-17, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Broadcast Industry, Business Responsibility, Children, Citizen Participation, Commercial Television, Community Action, *Educational Television, *Programing (Broadcast), *Television
Identifiers—*Committee on Childrens Television
The time for local groups to pressure local broadcasters for better children's television is now. Federal Communications Commission guidelines encourage broadcasters to involve the community in program planning. And a growing number of groups across the country have been participating. The San Francisco Committee on Children's Television, founded in 1970, has discovered that local involvement can make a difference in local programming. The Committee learned that before a local group can be effective, facts have to be documented. This means watching a lot of children's television and being conversant with the needs, problems and interests of children. Once armed with the facts, specific goals can be established and wide and representative community support can be sought. The final step would be to meet with television station management and the press. (MG)

**ED 067 874** EM 010 355
*Johnson, Lary Ostrum, Donald R.*
**Second Year Evaluation, IPI Mathematics Project; Hall School, 1970-71.**
Minneapolis Public Schools, Minn.
Pub Date Oct 71
Note—60p.
**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Disadvantaged Youth, *Elementary Grades, *Elementary School Curriculum, *Elementary School Mathematics, *Individualized Instruction, Mathematics, *Program Evaluation
Identifiers—*Individually Prescribed Instruction
A pretest in mathematics determined the starting point for low-income elementary school students in a three year Individually Prescribed Instruction (IPI) project, in which each student progressed through the IPI continuum of skills at his own rate as he proved his mastery of successive skills. The results of the first two years of this project indicate that the children gained mathematics skills as rapidly as average students throughout the county and much more rapidly than students in three comparable low-income schools. Students rated mathematics as one of their favorite subjects, while teachers preferred IPI over more traditional math programs. (Author/RH)

**ED 067 875** EM 010 358
*Kelly, J. Terence McCabe, Robert H.*
**An Overview of the Scope and a Description of the Components of Man and Environment Television Learning System.**
Miami-Dade Junior Coll., Fla.
Pub Date 72
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Environmental Education, Instructional Programs, Junior College Students, *Televised Instruction, Television Curriculum
In recent years it has become increasingly apparent that the trend of man destroying nature must be reversed: comprehensive nationwide instructional programs introducing students to the fundamental issues associated with man living harmoniously in his environment are needed. In response to this need, a modularized environmental course was developed and slated to be televised during a 15-week semester in connection with Miami-Dade Junior College. The components of the course as a televised learning system included two 30-minute telecasts per week, a study guide, an instructional communication and feedback system called Teaching Information Processing System (TIPS), an open phone format program over radio, midterm and final examinations, and a textbook designed to support the program. Varied formats were also planned for the program, and some emphasis was placed on enrolling and identifying certain groups to take the course--school teachers and Girl Scout leaders, for example. Specific goals for the project were established, and plans devised for providing support for continual development of new curricula. (RH)

**ED 067 876** EM 010 360
*McCausland, Leigh Rockbottom, Gwendolyn*
**A Guide to Alternative Education in the Bay Area. Second Edition.**
Bay Area Center for Alternative Education, San Francisco, Calif.
Pub Date Sep 72
Note—73p.
Available from—Bay Area Center for Alternative Education, 1385 Seventh Avenue, San Francisco, California 94122 ($1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Alternative Schools, Counseling Services, *Directories, Elementary Education, Elementary Schools, Experimental Schools, Guidance Services, High School Curriculum, High Schools, Junior High Schools, Nursery Schools, Preschool Programs
Identifiers—*Free Schools, San Francisco
More than 150 schools that offer alternatives to traditional education in San Francisco and the Bay Area are listed in this 60-page catalog. Each entry lists the name, address, phone number and name of the director of each school. Many entries include a 20-200 word description of the school's philosophy, cost, student teacher ratio, total registration and the like. Pre-schools, nursery schools, day care centers, elementary schools and junior and senior high schools are listed. The catalog includes a list of sources for more information about educational alternatives in the U.S. (MG)

**ED 067 877** EM 010 361
*Rayner, Gail Treat*
**An Empirical Study of a Methodology for the Revision of Systematically Designed Educational Materials.**
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date 1 Mar 72
Note—163p.; Tech Report No. 24
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Computer Assisted Instruction, *Curriculum Development, Evaluation Techniques, *Instructional Design, Instructional Materials, *Models, Program Development, Program Evaluation, *Research Methodology, Teacher Education
A project was devised to develop and test a revision model for systematically designed educational materials based on the literature and on previous procedures. The model divides the revision process into content changes and procedural changes, and decisions are based on data collected from measures of student performance and attitudes and on judgments of a content expert and educational technologist. Students in a required course in health education were subjects for the implementation phase of the project; they were randomly assigned to either computer managed instruction (CMI) or to conventional instruction. The implementation of the revision model was based on the results from the first quarter of operation, where only 17 percent of the CMI students reached criterion of 80 percent on the final, criterion-referenced examination. After revision of the course according to the model, 71 percent of the students in the CMI group reached criterion. While the model was clearly successful, several revisions could be made concerning criterion measures, data collection procedures, evaluation instruments, and student pacing. (Author/SH)

**ED 067 878** EM 010 368
*Rogers, Donald D.*
**A Study of the Applicability of Cost Effectiveness Techniques to Small Scale Instructional Systems.**
Pub Date Mar 72
Note—12p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cost Effectiveness, *Educational Accountability, Evaluation Methods, *Instructional Systems, Instructional Technology, *Program Costs, *Research Needs, Systems Analysis
While the demand for increased educational productivity is clear, the methods for achieving it are largely undetermined. Cost effectiveness techniques have proved to be valuable tools for commercial organizations, but the relevance to educational problems is less than clear. Theory suggests that these techniques can be useful for dealing with small, specific educational problems. (A study of large scale simulation models for university planning concluded that the cost required to implement the model exceeded the savings achieved through the use of the model.) Cost analysis is possible only where objectives can be stated and where more than one method can reach those objectives. Although some educators deny it, this situation does exist in education. At present, however, evidence indicating the reliability and accuracy of cost effectiveness techniques applied to instructional systems simply does not exist. Empirical data on this question is needed. The technique must be applied before it can be judged. The test of its worth is whether money is saved or lost. (JK)

**ED 067 879** EM 010 370
*Fang, I. E.*
**Television News. Revised and Enlarged Edition.**
Pub Date Oct 72
Note—478p.
Available from—Hastings House, Publishers, Inc., 10 East 40th, New York, N.Y. 10016 ($12.95)
**Document Not Available from EDRS.**
Descriptors—Broadcast Industry, Composition (Literary), Employment Opportunities, Interviews, *Journalism, Legal Problems, Mass Media, *News Media, Photography, Question Answer Interviews, Standards, *Television, Textbooks, Video Tape Recordings, Writing Skills
Television news has become the most important, believable, and even the only news source for millions of people. This book examines all the skills required by the television journalist and delves into sources of news stories, interviewing techniques, writing and editing decisions, writing style, use of camera, sound and editing equipment, and use of video equipment. Also covered are editorials, elections, the law, professional standards and education, and opportunities and salaries. Excerpts from news broadcasts and from the Associated Press are appended, along with a glossary and bibliography. (Author/RH)

**ED 067 880** EM 010 371
*Rudisill, Richard*
**Mirror Image; The Influence of the Daguerreotype on American Society.**
New Mexico Univ., Albuquerque.
Pub Date Sep 71
Note—342p.
Available from—University of New Mexico Press, Albuquerque, New Mexico 87106 ($30.00)
**Document Not Available from EDRS.**
Descriptors—American Culture, *American History, *Cultural Awareness, Culture, Nationalism, *Photography, *United States History
Identifiers—*Daguerreotypes
The influence of the daguerreotype on the intellectual, cultural, commercial and social life of 19th century America is the subject of this volume. The author sees the daguerreotype as having an effect on three levels: as a direct force toward cultural nationalism and an emerging definition of the American character; as an aid in the young republic's transition from an agrarian to a machine society; and as an instrument of the transcendentalist spirit, both reflecting and stimulating faith and insight. The technical refinement of the daguerreotype, its commercial expansion, and the role of famous daguerreotypists are considered; and a number of daguerreotypes are reproduced. (RH)

**ED 067 881** EM 010 372
*Arrasjid, Harun Arrasjid, Dorine Audrey*
**Media: A Pocket Guide.**
State Univ. of New York, Buffalo. Coll. at Buffalo.
Pub Date 72
Note—250p.
Available from—MSS Information Corporation, 655 Madison Avenue, New York, N.Y. 10021 ($7.50)
**Document Not Available from EDRS.**
Descriptors—*Audiovisual Aids, Audiovisual Instruction, Computer Assisted Instruction, Films, Filmstrip Projectors, *Guides, *Instructional Materials, *Instructional Media, Instructional Television, Models, Opaque Projectors, Overhead Projectors, Programed Materials, Projection Equipment, Reprography, Tape Recordings, Textbooks, Visual Aids
An attempt has been made to provide a concise but comprehensive guide to instructional media for instructors, students, and teachers. Topics covered include audio learning systems, overhead projection, opaque projection, slide and filmstrip projection, projection surfaces, chalkboards and markboards, graphics, models, duplicating, motion pictures, television, programed instruction, and the computer in education. Each section provides technical details, uses, advantages, disadvantages, and operating instructions and suggestions. (RH)

**ED 067 882** EM 010 373
*Steinberg, Charles S., Ed.*
**Mass Media and Communication. Second, Revised Edition.**
Pub Date Oct 72
Note—686p.
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($14.50; paperback $8.50)
**Document Not Available from EDRS.**
Descriptors—Broadcast Industry, Cable Television, *Communications, Films, Foreign Relations, Freedom of Speech, *Journalism, *Mass Media, News Media, Newspapers, Periodicals, Public Opinion, Publishing Industry, Radio, Television, *Textbooks
This revised and enlarged second edition contains sections focusing on a number of mass media: newspapers, the American magazine, motion pictures, broadcasting media, and book publishing. Other section topics include the structure and development of mass communication, public opinion, international communication, the motivation of assent, the effects of mass media, and freedom and responsibility. Appendixes contain the Canons of Journalism, the Motion Pic-

ture Production Code, and the National Association of Broadcasters Television Code. (RH)

**ED 067 883** EM 010 374
*Stelzer, John Garneau, Jean*
**Project IMPACT Software Documentation: Overview of the Computer-Administered Instruction Subsystem.**
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-72-21
Pub Date Aug 72
Note—36p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Computer Assisted Instruction, *Computer Programs, Computer Science, Flow Charts, Information Processing, *Military Training, *Program Descriptions, Time Sharing
Identifiers—*Project IMPACT, U S Army
Research in Project IMPACT, prototypes of computerized training for Army personnel, is documented in an overview of the IMPACT computer software system for computer-administered instruction, exclusive of instructional software. The overview description provides a basis for an understanding of the rationale and motivation for the development of the IMPACT computer software. In a general way, it covers the support software for time-sharing, authoring, data management, and instructional decision modeling. Flow charts are provided to show the general pattern of information processing within the system. Each of the components is described in technical detail in a series of separately available research products. (Author)

**ED 067 884** EM 010 375
**Educational Broadcasts of NHK; Special Issue of NHK Today and Tomorrow.**
Japanese National Commission for UNESCO, Tokyo.
Pub Date Oct 72
Note—42p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Children, Correspondence Courses, *Educational Radio, Educational Television, *Home Study, *Instructional Television, *Programing (Broadcast), Telecourses, *Televised Instruction
Identifiers—Japan, NHK, Nippon Hoso Kyokai
Nippon Hoso Kyokai (NHK), the Japan Broadcasting Corporation, is the only public service broadcasting organization in Japan. This booklet lists the schedule of courses offered by NHK on educational television and radio for 1972. A wide range of instructional broadcasts are offered. For school children from kindergarten through high school, programs cover the Japanese language, science, social studies, English, music, art, ethics, technical questions, and home economics. Programs are also offered for correspondence education at senior high school and college levels. There are also special programs for physically or mentally handicapped children. In addition, the networks present cultural and special interest classes which are not connected to formal courses. The goals of NHK programing in each of these areas is discussed briefly. (JK)

**ED 067 885** EM 010 376
**A Guide to Satellite Communication. Reports and Papers on Mass Communication Number 66.**
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 72
Note—36p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Broadcast Industry, Communications, *Communication Satellites, *Guides, Mass Media, Networks, *Space Sciences, *Telecommunication, Telephone Communications Industry
Identifiers—UNESCO
Basic information about the characteristics, uses, and implications of communication satellites is presented. Characteristics covered include the various types of systems--such as point-to-point, distribution, and broadcasting satellites--and the flexibility, capacity, geographical coverage, cost and disadvantages of satellites. The section on uses discusses existing and planned satellite communication systems, patterns and purposes of use, categories of services and users, remarks on costs, and alternatives. Implications for information, education, culture, the law, and institutional frameworks are noted. A selected bibliography is included. (JK)

**ED 067 886** EM 010 377
**If Minicomputers Are the Answer, What Was the Question?**
GRI Computer Corp., Newton, Mass.
Pub Date 72
Note—22p.
Available from—GRI Computer Corporation, 320 Needham Street, Newton, Massachusetts 02164
**Document Not Available from EDRS.**
Descriptors—*Computers, Computer Science, Computer Storage Devices, *Digital Computers, Electronic Data Processing, *Programing, *Technological Advancement
Identifiers—*Minicomputers
The availability of low-cost minicomputers in the last few years has opened up many new control and special purpose applications for computers. However, using general purpose computers for these specialized applications often leads to inefficiencies in programing and operation. GRI Computer Corporation has developed a commonsense approach called Direct Function Processing to avoid some of these inefficiencies. By using modularization, computers can be designed to handle particular assignments quickly and without wasted capacity. (RH)

**ED 067 887** EM 010 378
*Brown, Roland G.*
**A Bookless Curriculum.**
Pub Date 72
Note—134p.
Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 ($3.96)
**Document Not Available from EDRS.**
Descriptors—Creative Reading, *English Curriculum, *English Instruction, Experimental Curriculum, *Films, *Film Study, High School Students, Language Arts, *Mass Media, Media Selection, Program Descriptions, Reading Programs, *Visual Literacy
If a student reaches high school and cannot read, the only route to success may lie in a media-oriented curriculum. In line with this philosophy, this report describes an experimental media-based curriculum developed to capitalize on the students' ability to grasp the visual image in situations where they cannot grasp the written image. The philosophy behind the concept of a bookless curriculum is discussed first; then the objectives of the program and how it has been implemented are outlined. A year's lesson plans, centering around the use of mass media, are detailed. For each lesson plan, a particular film or discussion topic is identified, and the source, length, and a synopsis of each suggested film are provided, along with information about rental costs. Discussion questions and suggestions for small-group activity are also provided. Appendixes provide the teacher with student questionnaires, statistical data derived from a pilot project, and 12 production units the teacher may want to use for class involvement and participation. (Author/RH)

**ED 067 888** EM 010 379
*Taylor, Joy*
**Organizing the Open Classroom: A Teacher's Guide to the Integrated Day.**
Pub Date [71]
Note—126p.
Available from—Schocken Books, 200 Madison Ave, New York, N.Y. 10016 ($4.95)
**Document Not Available from EDRS.**
Descriptors—*Class Organization, Educational Technology, Elementary School Students, Elementary School Teachers, *Guides, *Open Education, Organizational Change, *Teaching Methods, Team Teaching
Written for the new teacher and for the experienced teacher wishing to engage in a new form of organizing, integrating, and opening up the classroom, this book details the structure behind the scenes of the "open classroom." The first two chapters consider the need for organization and the organization of the classroom. A third chapter discusses the use of apparatus, while other chapters describe: the organization of the traditional daily program (in England); integration--a form of organization in which the child exercises a greater degree of choice and the teacher integrates his daily program so that learning and progress take place; the transition from a traditional program to an integrated day; supplementary organization; and the organization of school classes and team teaching. A bibliography is also included. (Author/RH)

**ED 067 889** EM 010 381
*Mendelson, Gilbert Young, Morissa*
**Network Children's Programming; A Content Analysis of Black and Minority Treatment on Children's Television.**
Black Efforts for Soul in Television, Washington, D. C.
Spons Agency—Action for Children's Television, Boston, Mass.
Pub Date Aug 72
Note—23p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Children, *Content Analysis, *Ethnic Stereotypes, Minority Groups, *Negro Stereotypes, Programing (Broadcast), Racial Attitudes, Racial Discrimination, Racism, *Television
A content analysis of network children's programming was undertaken on three consecutive Saturdays in November, 1971, with a total of 14-1/2 hours of programs being videotaped. Each program was then viewed by monitors who judged particularly about racial and ethnic characteristics of program content. Findings were that over 60 percent of the shows with human characters had no Black or minority characters at all, and no show had only Black or other minority characters; Blacks and other minorities rarely appeared in work situations; Blacks who were major characters were depicted generally with positive attributes, while Whites were shown with both positive and negative traits; the occasional Black leader had a White co-leader, while most shows had White leaders; non-American and non-White cultures were referred to negatively almost four out of five times; Indians and Asians were almost always treated as negative stereotypes; while good characters generally did not have accents, over half of the villains did; most shows displayed no interaction between races; race was never mentioned or discussed; and all figures of authority or sources of information were white. (Author/SH)

**ED 067 890** EM 010 382
**Cable Television in Detroit; A Study in Urban Communications.**
Detroit Cable T. V. Study Committee, Mich.
Spons Agency—United Methodist Church, New York, N.Y.
Pub Date May 72
Note—170p.
Available from—City Clerk's Office, 1304 City-County Building, Detroit, Michigan 48226 ($5.00)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Cable Television, *City Planning, *Community Antennas, Community Control, *Specifications, Television
Identifiers—CATV, *Detroit, Michigan
The Cable TV Study Committee of the Common Council of Detroit, Michigan studied in depth the possibilities, requirements, and implications of cable television for Detroit. Their detailed recommendations are presented, covering financing and construction, the need for engineering and financial projections, organization for operation, channel allocation, access, revenue, regulation, additional services, and technical standards. (RH)

**ED 067 891** EM 010 384
*Schramm, Wilbur Nelson, Lyle*
**The Financing of Public Television.**
Aspen Inst. for Humanistic Studies, Palo Alto, Calif.
Spons Agency—Academy for Educational Development, Inc., New York, N.Y.
Pub Date Oct 72
Note—69p.
Available from—Communications and Society, 770 Welch Road, Palo Alto, California 94304 ($2.00 each up to five copies; $1.50 each for more than five)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Television, Federal Aid, *Financial Problems, *Financial Support, Foundation Programs, Private Financial Support, Public Support, *Public Television, Television
After study of the methods and level of financing of public television today, the authors conclude that the political and economic problems of public television are tied together. They note that

public television receives far less support per capita in the United States than in other leading countries, and efforts to increase the amount and quality of local programing at the present level of funding are academic -- parceling all the Federal revenues out to local stations would purchase only a few minutes weekly of low-cost programs. An adequate schedule of local, regional, and national programs, they suggest, would cost over two and a half times the system's existing budget, and the situation is likely to grow worse unless planning to prevent duplicative new stations is introduced. An examination of potential sources of funding did not provide grounds for any optimism -- it appears that the Federal Government cannot abdicate its responsibility for this system. (An appendix contains some recommendations made by participants at a conference convened by the Aspen program to discuss this report.) (RH)

**ED 067 892** EM 010 385
*Schramm, Wilbur*
**Measuring Educational Development Through Classroom Interaction.**
Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Pub Date Sep 69
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Developing Nations, Educational Development, Educational Improvement, Individualized Instruction, *Interaction, Rote Learning, Student Behavior, Student Teacher Relationship, *Teacher Evaluation, Teacher Role, *Teaching Styles, Teaching Techniques
Identifiers—El Salvador
"Good teaching" is notoriously difficult to measure. It may be possible, though, to say where a teacher stands on a scale of development which has four stages. In the first stage, the authority is the teacher, and the student gives back rote responses. In the second stage, the authority is the text or syllabus, and the student asks questions only to clarify the assignment or get a fact. In the third stage, right answers are derived from evidence rather than the text, and the student begins to discuss and ask thoughtful questions. In the fourth, the student decides for himself what the authority is and spends his time in individual work. Questions which may gauge the stage of development of a teacher include how much the teacher talks, what kind of questions he asks, what kind of questions the student asks, what kind of study materials are used, how closely the teacher follows the lesson guide, if any, and how many topics refer to the student's own environment. (JK)

**ED 067 893** EM 010 386
*Iglesias, Luis F. Valero McAnany, Emile G.*
**Parents Talk About ETV in El Salvador.**
Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Pub Date Oct 69
Note—11p.; Research Memorandum Number 2
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Change, *Educational Television, *Instructional Television, *Parent Attitudes, *Televised Instruction
Identifiers—*El Salvador
Parents of children participating in El Salvador's educational television program were interviewed in group sessions. While the parents had little specific information about education television, and thus had some fears and misconceptions, their impression of educational television, probably derived almost completely from their children's reactions, were generally favorable. Parents reported concern about the cost of schooling and pace and difficulty of lessons, but also felt that their children were more motivated and punctual than before educational television. (RH)

**ED 067 894** EM 010 388
*McAnany, Emile G.*
**Research and Evaluation in the El Salvador Project of Educational Reform: Some Preliminary Research Findings from the First School Year, 1969.**
Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Pub Date Feb 70
Note—15p.; Research Memorandum Number 5
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Achievement, *Achievement Gains, Aspiration, Cognitive Development, *Curriculum Evaluation, *Educational Change, *Educational Television, Grade 7, *Instructional Television, Student Attitudes, Teacher Attitudes
Identifiers—*El Salvador
A number of preliminary research findings from the El Salvador Television and Education Reform Project's first year (1969) are reported. Results for student achievement and aspiration gains in television classroom as compared to traditional controls are encouraging, but detailed analysis is necessary, as well as better control of student assignment to the classes. Studies of cognitive growth and of teacher attitudes towards television and other educational reforms are also discussed. (RH)

**ED 067 895** EM 010 393
*Schramm, Wilbur And Others*
**Television and Educational Reform in El Salvador. Complete Report on the Second Year of Research.**
Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Report No—ICR-RR-7
Pub Date Mar 71
Note—213p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—Achievement Gains, Aspiration, Developing Nations, Disadvantaged Groups, Economic Progress, *Educational Change, Feedback, *Instructional Television, *Longitudinal Studies, Socioeconomic Status, Student Attitudes, Surveys, Teacher Attitudes, Teaching Methods, Telecourses, *Televised Instruction, Television Curriculum, *Television Research, Television Teachers
Identifiers—*El Salvador
Research conducted on El Salvador's educational reform program during the 1970 school year is summarized. The primary focus is on the effect of instructional television on that reform. The administrative history of the 1970 school year is briefly reviewed. Learning patterns in the seventh-and eighth-grade television classes are compared with those in traditional classes. An attempt to isolate the contribution of television instruction to student learning and an analysis of the effect of television instruction on certain disadvantaged groups are described. An attitude survey to determine the effect of the reform program on teachers shows a generally favorable attitude toward televised instruction. Surveys of student attitudes and of student aspirations are presented in terms of El Salvador's overall economic development. The longitudinal data obtained over the past two years, four different student surveys, and an interview study of parents are summarized. Two special projects--one to measure the changes in classroom teaching behavior and the other to obtain quick feedback on student learning in television classrooms--are reported. The text of the report is extensively supplemented by charts, graphs, and data tables. This document previously announced as ED 049 597. (JY)

**ED 067 896** 24 EM 010 396
*Streufert, Siegfried And Others*
**Simulation As a Technique For Analyzing Campus Unrest. Final Report.**
Purdue Univ., Lafayette, Ind. Div. of Sponsored Programs.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-0-E-127
Pub Date Jun 72
Grant—OEG-5-70-0042(509)
Note—72p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Activism, *Colleges, *Conflict, Higher Education, *Research Methodology, Role Playing, *Simulation, Student Attitudes, Student Behavior, *Student College Relationship
The question of how to deal with or prevent campus turmoil has not been adequately answered in the past, partly because conflict situations arise so unpredictably, making careful research difficult. A simulation study was conducted at a relatively conservative campus to try to answer in detail questions about the reactions of ordinary students to campus unrest. Four politically neutral students at a time took the role of an ad hoc committee of moderate students during a three-day period turmoil. The students were provided with pre-programed television news reports of either increasing or decreasing violence, telephone access to what they thought were other groups of students taking the roles of the administration, radical students, or conservative students. They also made decisions on courses of action for their group, which they believed were used in a computer determination of outcomes. Detailed measures of attributions to the various factions of causality, responsibility, competence, strength, activity, hostility, aggression, and support were obtained after each of the six simulation time periods. Perhaps the most interesting result obtained was that the administration was more likely than the radicals to gain political stature with moderate students if the university remained open until conflict ceased. (RH)

**ED 067 897** 24 EM 010 397
*Deihl, Ned C. Zeigler, Ray H.*
**Evaluation of Computer-Assisted Instruction in Instrumental Musicianship. Final Report.**
Pennsylvania State Univ., University Park.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-2-C-001
Pub Date 15 Aug 72
Grant—OEG-3-72-0011
Note—46p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Computer Assisted Instruction, Criterion Referenced Tests, Junior High School Students, Music Activities, Musical Instruments, *Music Education, *Program Evaluation
A project was devised to extend the applicability of a previously developed computer-assisted instruction (CAI) course in instrumental musicianship (see ED 035 314), and to assess its effects through the development and implementation of criterion referenced measures. Twenty-five intermediate level students of treble clef wind instruments participated as subjects in the evaluation phase of the project: all students were given a listening pretest involving aural and aural-visual discrimination and a performance pretest; attended a CAI lab twice weekly which included online listening and coordinated offline practice; and completed posttests which were the same measures administered previously as pretests. Group gains in both listening and performance were significant and dramatic; since the students had been playing these instruments for five or more years, it is presumed that the results can be attributed to the experimental treatment even without comparison with a control group. (SH)

**ED 067 898** EM 010 398
*Schwartz, Elizabeth*
**Film-Making and the Curriculum.**
Ladue School District, Mo.
Pub Date 72
Note—62p.
Available from—School District of the City of Ladue, 9703 Conway Road, St. Louis, Missouri 63124
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Animation, Enrichment Activities, Film Production, *Films, Grade 4, Grade 5, Grade 6, *Guides, Photographic Equipment, Photography, *Production Techniques, Sound Effects, Student Developed Materials
A guide to filmmaking techniques and the use of class-made films in the curriculum covers techniques of both animated and live-action films. The purposes of single concept, documentary, interpretive, and time-lapse films are discussed briefly. Production techniques covered include organization of personnel, scripting, filming, directing, editing, and making a sound track. Possible film projects for grades four through six are listed, along with a glossary and brief bibliography. Written by a teacher for other teachers, this book takes a non-technical practical approach to its subject. (JK)

**ED 067 899** 24 EM 010 407
*Alkin, Marvin C.* *Wingard, Joseph*
**User Oriented Product Evaluation.**
California Univ., Los Angeles. Graduate School of Education
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—CSE-R-81
Bureau No—BR-6-1646
Pub Date Sep 72
Note—18p.; Paper presented at the American Psychological Association Symposium on Evaluation of Instructional Systems (Honolulu, Hawaii, September 3, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Evaluation Criteria, Formative Evaluation, *Instructional Materials, Instructional Media, *Merchandise Information, *Summative Evaluation
While the educational product development field has expanded tremendously over the last 15 years, there is a paucity of conveniently assembled and readily interpretable information that would enable users to make accurate and informed evaluations of different, but comparable, instructional products. Minimum types of validation data which should be reported to users to assist them in their selections include those which delineate the instructional context of a product: the product's purposes, target population, effectiveness, and efficiency of installation and management. The lack of user-oriented validation data on instructional products is partially related to the myopia of product developers and evaluators (who view the development process as the concern of decision makers who are not necessarily users), is partially a function of commercial publishers' priorities, and is partially die to a lack of consumer demand. (SH)

**ED 067 900** EM 010 408
*Fitzpatrick, Edmund W.*
**Individualizing Instruction and Guaranteeing Learning.**
Sterling Inst., Washington, D. C. Educational Technology Center.
Spons Agency—Department of the Navy, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0447
Pub Date 70
Contract—OEC-N00600-68-8-0022
Note—398p.; This document is the commercial edition of ED 043 791
Available from—Educational Technology Center, Sterling Institute, 2600 Virginia Avenue, N. W., Washington, D. C. 20037 ($8.95)
**Document Not Available from EDRS.**
Descriptors—Behavioral Objectives, *Course Organization, *Curriculum Development, Economics, Educational Research, *Educational Technology, *Individualized Instruction, *Learning Processes, Teaching Models
This final report concerns a pioneering, three-year curriculum development project dedicated to translating recent learning theory and laboratory findings into operational practice in an existing educational institution. This project produced a highly successful and unique course that teaches two semesters of economics that students can master in from six weeks to one semester's time. In the course, students negotiate individual learning contracts with instructors, making decisions on what they will study, what media they will use, and how fast they expect to progress. Detailed performance specifications were prepared first, and then media were selected and materials developed that would most effectively meet those specifications. The report explains how the course was developed, including the rationales, methods and procedures which were empirically tested. Only a few educational development projects comparable to this in scope and goals have been conducted. None appears to have been documented in the form of developmental model for use by others, as is done here. (Author/DB)

**ED 067 901** 64 EM 010 410
**The Educational Media Council as a Forum, Dissemination, and Consulting Service: An 18-Month Plan for Self-Study, Operations, and Continuity. Final Report.**
Educational Media Council, Inc., Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-7-0739
Pub Date Jun 71
Contract—OEC-1-7-070739-3589
Note—109p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Consortia, Consultants, *Evaluation, Information Dissemination, *Instructional Media, Instructional Technology, *National Organizations
Identifiers—Educational Media Council
The Educational Media Council, a consortium of 15 national non-profit professional organizations, undertook a three-year self-study to evaluate and revise the Council as a forum, a dissemination agency, and as a consultant service to the Office of Education and to education in general. The Council's membership criteria were reviewed and revised, its potential for service redefined and redirected, its program and operations redesigned and extended, and its support base subjected to exhaustive scrutiny. As decisions were made, the Council immediately began implementation, thus further testing the evolving model. Particular implications of the Council's location at the education/industry interface which were brought into clearer focus were: 1) the Council should assume a more dynamic role as initiator and sponsor of national forums for constructive, action-oriented interaction of education, industry, and government; 2) it should serve as a disseminator of significant information on the uses of media in education; 3) that it should serve as a sounding board on media matters for the Office of Education. (Author/RH)

**ED 067 902** EM 010 518
*Wheelbarger, Johnny J.*
**Learning Resources Centers; A Guide to the Literature Relating to LRC Operation.**
Trevecca Nazarene Coll., Nashville, Tenn.
Pub Date 72
Note—12p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Audiovisual Centers, *Bibliographies, Educational Environment, Educational Resources, Elementary Education, Higher Education, *Instructional Materials Centers, Instructional Media, Libraries, *Resource Centers, Resource Materials, School Administration, Secondary Education, Special Education, *State of the Art Reviews
Increasingly, library and audiovisual personnel are being asked to combine their services in situations where these services have previously been separated. This paper attempts to identify recent literature that may be helpful to those involved in implementing or using this broad spectrum of resources. References give author's name, title, data and source, and ED number if the entry is available from ERIC. They are listed under categories such as theory, administration, staff, learning environment, the library as resource center, elementary and secondary resource centers, college and university resource centers, foreign resource centers, technical processes, individual study, media centers, regional media centers, resources for special groups, special facilities and special materials, standards, and the teacher and learning resources. (RH)

# FL

**ED 067 903** FL 003 082
**Thai Basic Course Workbook: Aural Comprehension Enrichment, Lessons 10-25.**
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01TH47
Pub Date Mar 72
Note—154p.
Available from—Director, Defense Language Institute, Department of the Army, Washington Navy Yard, Anacostia Annex, Washington, D. C. 20390 (With specific permission)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Audiolingual Skills, Basic Skills, Conversational Language Courses, Instructional Materials, Intensive Language Courses, *Language Instruction, *Listening Comprehension, Modern Languages, *Sino Tibetan Languages, Supplementary Textbooks, *Thai, *Workbooks
This workbook, designed for use with the Defense Language Institute's "Thai: Basic Course," is oriented toward development of aural comprehension. Taped exercises focus on a variety of activities, including comprehension exercises based on dialogue study, paragraph analysis, translation, multiple choice, dictation, and narration. Exercises correspond to lessons in the "Basic Course." For a companion document, see FL 003 089. (RL)

**ED 067 904** FL 003 105
*Stoner, William, Comp.*
**Czech Basic Course: Czech Grammar, Volume I.**
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date Feb 72
Available from—Director, Defense Language Institute, Department of the Army, Washington Navy Yard, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Czech, *Grammar, *Instructional Materials, *Intensive Language Courses, Phonetics, *Slavic Languages, Textbooks, Traditional Grammar
This is the first of a two-volume series, a compilation of grammar notes as they appear in the Defense Language Institute's "Introductory Volume" of volumes 1-6 of the "Czech Basic Course" under the headings: of Generalization, Grammar Analysis, Grammar Notes, and "Gramaticky Rozbor." Volume 1 lists phonetic and grammatical features in the order of their appearance in the "-Basic Course." Generalizations concerning each grammatical point, illustrative examples, and a summary are provided for each lesson. A key to each of the volumes is provided. For the companion document see FL 003 214. (RL)

**ED 067 905** FL 003 133
**Introductory Spanish II, Foreign Language: 7503.32.**
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—26p.; An Authorized Course of Instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Identifiers—*Quinmester Program
The contents of this course center on teenage activities. The structures presented are the "-a" verbs, "tener," "ser," and agreement of adjectives. Development of reading skills, sequential thinking, and testing of comprehension are emphasized. Performance objectives are prescribed for culture study, reading, speaking, listening, and writing skills. Sample tests, suggested teaching procedures, and evaluation materials are included. A list of reference materials concludes the text. (RL)

**ED 067 906** FL 003 214
*Stoner, William, Comp.*
**Czech Basic Course: Czech Grammar, Volume II.**
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date Feb 72
Note—209p.
Available from—Director, Defense Language Institute, Department of the Army, Washington Navy Yard, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Czech, *Grammar, *Instructional Materials, *Intensive Language Courses, Phonetics, *Slavic Languages, Textbooks, Traditional Grammar
This is the second of a two-volume series, a compilation of grammar notes as they appear in the Defense Language Institute's "Introductory Volume" of volumes 1-6 of the "Czech Basic Course" under the headings of Generalization, Grammar Analysis, Grammar Notes, and "Gramaticky Rozbor." Features are listed in the order of their appearance in the "Basic Course." Generalizations concerning each grammatical

point, illustrative examples, and a summary are provided for each lesson. A key to each of the volumes is provided. For the companion document see FL 003 105. (RL)

**ED 067 907** FL 003 300
*Davis, A. L., Ed.*
**Culture, Class, and Language Variety: A Resource Book for Teachers.**
National Council of Teachers of English, Champaign, Ill.
Pub Date 72
Note—222p.; Revised edition
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (NCTE Stock Number 24636; $5.75, $5.20 to NCTE members)
**Document Not Available from EDRS.**
Descriptors—*American English, *Applied Linguistics, Basic Skills, Cross Cultural Studies, Cultural Factors, Cultural Traits, *Dialects, Dialect Studies, Ethnic Groups, Grammar, *Interference (Language Learning), Minority Group Children, Phonemics, Phonetics, Regional Dialects, Social Dialects, *Sociolinguistics, Spanish Speaking
Eleven articles illustrating linguistic and methodological considerations concerning culture, class, and language variety are compiled in this text. It is suggested that a familiarity with the ideas in this book will enable teachers of the disadvantaged to improve their linguistic perspectives and teaching skills. The articles include: (1) "Historical, Regional, and Social Variation," (2) "Culture, Class, and the Disadvantaged," (3) "Phonetics and Phonemics, (4) "The Suprasegmental Phonemes of English," (5) "Problem Areas in Grammar," (6) "A Checklist of Significant Features for Discriminating Social Dialects," (7) "Nonverbal Communication," (8) "English Problems of Spanish Speakers," (9) "Some Notes on Acadian English," (10) "Language Learning and Teaching," and (11) "Transcriptions." A bibliography is included. (RL)

**ED 067 908** FL 003 309
*Methol Ferre, Alberto*
**En el Epicentro de Cordoba (In the Epicenter of Cordoba).**
Federation de Universidades Privadas de America Central y Panama, Guatemala City (Guatemala).
Report No—FUPAC-EST-4
Pub Date Nov 71
Note—24p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Colonialism, Cultural Background, Educational Improvement, *Educational Philosophy, Foreign Relations, *History, Imperialism, International Education, *Latin American Culture, Modernism, *Nationalism, Political Attitudes, Religious Factors, Sociology, Spanish, *Universities
Identifiers—*Latin America
This paper provides a discussion of Latin American university reform within the context of Latin American colonial and national history and within the larger framework of international affairs. Particular individuals who played significant roles in educational as well as political reform are considered. The discussion uses Raul Haya de la Torre as its point of departure and cites Fidel Castro as the farthest point so far in the nationalization of modernism. (VM)

**ED 067 909** FL 003 316
**Convenio "Andres Bello:" Informe Final [de la] Segunda Reunion de Ministros de Educacion de la Region Andina ("Andres Bello" Agreement: Final Report of the Second Meeting of the Andean Region Ministers of Education).**
Ministros de Educacion de la Region Andina, Lima (Peru).
Pub Date 6 Feb 71
Note—50p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Business Administration, *Conference Reports, Educational Development, *Educational Improvement, Educational Legislation, *Educational Planning, *Educational Problems, Educational Television, *International Education, International Organizations, School Construction, Telecommunication
Identifiers—*Andres Bello Agreement
This final report of the second meeting of the Andean Region Ministers of Education subscribing to the Andres Bello Agreement on education and culture contains a resume of the individual sessions and the proposals approved during that meeting. The proposals cover various educational problems and issues and begin with the Declaration of Lima which establishes a common doctrine for cultural, educational, scientific, and technical policy to be followed by the Agreement countries. Other statements concern joint action toward international organizations with respect to technical assistance, telecommunications, methods for certifying individual work in continuing education, statistical research, business administration education, school construction, math and natural science textbooks, and financing. Also included is the working plan for 1971. (VM)

**ED 067 910** FL 003 321
*Serrano, Jorge A.*
**Federacion de Universidades Privadas de America Central y Panama: Boletin Estadistico (Federation of Private Universities of Central America and Panama: Statistical Bulletin).**
Federation de Universidades Privadas de America Central y Panama, Guatemala City (Guatemala).
Pub Date 70
Note—121p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Administrator Education, College Administration, *Courses, Economics, Education, Engineering Education, Graduates, Humanities, *International Education, Law Schools, Liberal Arts, *Private Colleges, Professors, Science Education, Social Sciences, Students, Technical Education, *Universities, Veterinary Medicine
Identifiers—*Central America, *Panama
This statistical bulletin provides details on the universities belonging to the Federation of Private Universities of Central America and Panama (FUPAC): Central American University, Rafael Landivar University, Saint John's College, University of Santa Maria La Antigua, Jose Simeon Canas University, Doctor Mariano Galvez University, and the Polytechnical Institute. The statistics presented here cover such items as courses, fields of study, student population growth, historical growth of each university, student population according to field of study, growth of particular schools within each university, graduates, professors, and administrative personnel. (VM)

**ED 067 911** FL 003 326
**Bibliografia Especializada: Educacion Media (Specialized Bibliography: Intermediate Education).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Oct 69
Note—13p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n3 pt 3 p9-21 Oct 1969
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Annotated Bibliographies, *Bibliographies, *Educational Planning, Educational Problems, Intermediate Grades, *International Education, *International Organizations, *Middle Schools, Secondary Education
This specialized international bibliography on various issues in intermediate education lists almost 70 articles and books, written between 1957 and 1969, in Argentina, Brazil, Belgium, Chile, Spain, France, Mexico, and the United States. Articles appear in Spanish, French, Portuguese, and English. Several articles were sponsored by international organizations, such as the Council of Europe, UNESCO, and the Organization of American States. Many of the documents concern intermediate education within the countries mentioned above. Several concern general problems and philosophy of intermediate education. Seven of the articles are annotated. A report from a 1968 UNESCO Conference on the Problems of Intermediate Education in Latin America is included. (VM)

**ED 067 912** FL 003 327
**Ciclo Basico Polivalente (Basic Comprehensive Courses of Study).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Jun 70
Note—8p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n6 pt 2 p3-10 May-Jun 1970
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Education, Business Education, *Comprehensive High Schools, *Comprehensive Programs, *Curriculum Design, Educational Innovation, *Educational Needs, *Educational Planning, International Education, Technical Education
Identifiers—*Argentina
This article discusses the creation of comprehensive secondary schools in Argentina to meet the diversified goals of the population in any given geographical region. The plan described here provides for the creation of several basic-study cycles within one school so that students may pursue courses in commercial, technical, and academic fields. This article presents details on the operation of such programs and provides examples of possible courses of study in a comprehensive school. (VM)

**ED 067 913** FL 003 328
**Formacion, Perfeccionamiento y Actualizacion Docente (Training and Advanced and Continuing Education for Teachers).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Jun 70
Note—7p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n6 pt 2 p11-17 May-Jun 1970
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Admission Criteria, Career Opportunities, Curriculum Development, Educational Experiments, Educational Improvement, *Educational Legislation, *Educational Planning, Educational Research, Extension Education, International Education, Program Development, *Schools of Education, Student Teaching, *Teacher Education, *Teacher Education Curriculum, Teachers, Teachers Colleges, Universities
Identifiers—*Argentina
This document describes the teacher education reform implemented in Argentina beginning in 1968. Details of the changes are provided for: types of schools and degrees, new programs, admission criteria, career training opportunities, special fields, advanced and continuing education, and opportunities for educational research and experiments. (VM)

**ED 067 914** FL 003 329
*Knoll, Joachim H.*
**Realidades y Probemas de la Ensenanza Alemana (The Reality and Problems of German Education).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Jun 70
Note—22p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n5 pt 2 P11-19 Apr 1970, n6 pt 2 p18-30 May-Jun 1970
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Admission Criteria, Curriculum Design, Educational Improvement, Educational Legislation, Educational Research, Elementary Grades, Higher Education, *International Education, Junior High Schools, Professional Education, *School Organization, School Systems, *Secondary Education, Technical Education, *Universities
Identifiers—*Germany
This document contains a Spanish translation of the final two parts of a three-part article on German education. The first part included here discusses elementary schools and secondary education. Remarks cover organization, general curriculum, advancement criteria and procedures, and reform of the system. The final part discusses higher education in general and universities in particular. Various types of schools are considered and university reform is discussed in detail. (VM)

**ED 067 915** FL 003 330
**Formacion Agropecuaria en las Escuelas Polivalentes (Agricultural Education in Comprehensive Middle Schools).**

Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Jul 71
Note—9p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n9 pt 2 p13-21 May-Jul 1971
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Agricultural Education, Agricultural Occupations, Agricultural Skills, *Comprehensive Programs, Curriculum Design, Educational Needs, *Educational Planning, Farmers, Farm Management, Farm Occupations, International Education, *Middle Schools, Technical Education, Vocational Agriculture, Vocational Education, *Young Farmer Education
Identifiers—*Argentina
The Argentine Plan for Development and Security (1971-1975) calls for the diversification of education and the general development of professional and technical training in accordance with the needs of development. To accomplish this, the plan requires the creation of comprehensive middle schools. Among the courses of study available in such schools will be a program in agriculture. This article presents details for the implementation of such a program throughout the country. Details on specific schools and the program design are included. (VM)

**ED 067 916** FL 003 331
**Plan Nacional de Desarrollo y Seguridad 1971-1975 (National Plan for Development and Security, 1971-1975).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Jul 71
Note—12p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n9 pt 2 p2-13 May-Jul 1971
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cultural Enrichment, Education, Educational Diagnosis, *Educational Improvement, Educational Legislation, Educational Objectives, Educational Opportunities, *Educational Planning, *Educational Problems, Government Role, Inequalities, International Education, *National Programs, Resources, Social Planning
Identifiers—*Argentina
This article discusses the education provisions established in the Argentine Plan for Development and Security (1971-1975). The statements on educational development call for a diagnostic study of the current cultural and educational situation, the establishment of objectives and strategies, goals for each level of education, steps for the development of the national culture, and for the expansion, integration, and decentralization of the educational system. This article contains the essential details on each point. (VM)

**ED 067 917** FL 003 332
*Burton Meis, Roberto*
**Microexperiencia Educativa (Microeducational Experimentation).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Apr 70
Note—5p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n5 pt 2 p6-10 Apr 1970
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Experiments, *Educational Improvement, Educational Innovation, *Educational Legislation, *Educational Research, Elementary Schools, Experimental Programs, *Experimental Schools, Government Role, International Education, Program Evaluation, Secondary Schools, Supervision
Identifiers—*Argentina
Experimentation for educational reform in Argentina is limited to specifically designated schools which are to be in a permanent state of experimentation. This article presents the official statements designating the experimental schools and includes remarks covering administration, evaluation, and supervision. (VM)

**ED 067 918** FL 003 333
**Origen social de los estudiantes y sus posibilidades de exito (The Social Origin of Students and Their Chances for Success).**
Ministerio de Educacion, Caracas (Venezuela). Centro de Documentacion e Informacion.
Pub Date 3 Nov 71
Note—10p.; Report of the 33rd International Conference on Education held September 15-23, 1971 in Geneva, Switzerland
Journal Cit—Eduplan Informa; v4 n4 p1-10 Nov 3 1971
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Conference Reports, Cultural Differences, Cultural Factors, Economic Factors, Educational Improvement, Educational Innovation, *Educational Opportunities, *Educational Planning, Educational Research, *Government Role, *Inequalities, Interdisciplinary Approach, Motivation, *Social Factors, Sociology, Success Factors, Teacher Education
The recommendation contained in this document is a product of the 1971 International Conference on Education sponsored by UNESCO and calls for an interdisciplinary study of social, economic, political, cultural, geographic, demographic, and scholastic factors that contribute to unequal educational opportunities. The report suggests steps that should be taken to promote equal opportunities and discusses the need for changes in programs, methods, teacher role, and the need for educational innovation and international cooperation. (VM)

**ED 067 919** FL 003 334
**Seminario latinoamericano de didactica de los medios audiovisuales (Latin American Seminar on Teaching with Audiovisual Aids).**
Ministerio de Educacion, Caracas (Venezuela). Centro de Documentacion e Informacion.
Pub Date 3 Nov 71
Note—8p.; Seminar held September 19-October 3, 1971 in Panama
Journal Cit—Eduplan Informa; v4 n4 p10-17 Nov 3 1971
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Audiovisual Aids, *Communication (Thought Transfer), Communication Skills, Conference Reports, *Educational Innovation, Educational Philosophy, *Educational Planning, *Instructional Materials, International Education, International Organizations, Programed Instruction, School Construction, Seminars, Social Factors, Teacher Education
Identifiers—*Latin America
This seminar on the use of audiovisual aids reached several conclusions on the need for and the use of such aids in Latin America. The need for educational innovation in the face of a new society, a new type of communication, and a new vision of man is stressed. A new definition of teaching and learning as a fundamental process of communication is needed. The recommendations here cover various aspects of audiovisual-aid implementation: centralized creation of instructional materials, material packages for specific courses, the role of programed instruction, teacher preparation, school construction, and international cooperation. (VM)

**ED 067 920** FL 003 338
**Novedades Bibliograficas (Bibliographic News).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Oct 69
Note—8p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n3 pt3 p1-8 Oct 1969
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Annotated Bibliographies, *Conferences, Courses, *Education, Educational Legislation, *Educational Planning, Handicapped Children, Higher Education, *International Education, Meetings, Primary Education, Seminars, Spanish, Teacher Education
Identifiers—*Latin America
The first part of this document lists various current meetings on educational topics in Latin America. The second part lists and annotates 12 new educational books and articles from Latin America as well as from Europe on a variety of pedagogical subjects from primary education and university legislation to the teaching of handicapped children and educational development in Romania. (VM)

**ED 067 921** FL 003 339
**Novedades Bibliograficas No. 4 (Bibliographical News No. 4).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Apr 71
Note—12p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n4 pt 3 p1-12 Mar-Apr 1971
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adult Education, *Annotated Bibliographies, *Conference Reports, *Educational Planning, Educational Research, *International Education, Learning Theories, Literacy, *Post Secondary Education, Primary Education, Secondary Education, Seminars
The first section of this document lists and annotates three conference reports from international meetings. A chapter-by-chapter annotation on a report from the 1971 Conference of European Ministers of Education on Post-Secondary Education is provided along with annotations on two Colombian seminars: one on literacy education and the other on agricultural education for adults. The second section lists and annotates 12 recently published books and articles on various topics in education. Several concern educational planning. (VM)

**ED 067 922** FL 003 340
**Novedades Bibliograficas No. 5 (Bibliographical News No. 5).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Jul 71
Note—12p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n5 pt 2 p1-12 May-Jul 1971
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Education, *Educational Improvement, Educational Planning, Educational Problems, *International Education, Teacher Education
This annotated bibliography lists 20 recently published articles concerning various topics in education and international education. The fields represented extend from audiovisual aids to educational systems for subnormal pupils in special schools. Reports on the Canadian system of education, educational reform in Guatemala, and teacher education in the United States are also listed. Several of the documents appear in publications issued by various educational organizations in Latin America and abroad. (VM)

**ED 067 923** FL 003 341
**Bibliografia Especializada: Educacion Basica (Specialized Bibliography: Basic Education).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Jul 71
Note—11p.
Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n5 pt 2 p13-23 May-Jul 1971
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Annotated Bibliographies, *Bibliographies, Education, *Educational Improvement, Educational Planning, *Elementary Grades, Elementary School Mathematics, Elementary School Science, *International Education, *Primary Education
This specialized international bibliography on basic education lists almost 50 documents written between 1969 and 1971 in Spanish, French, and Italian on the topic of elementary education. Annotations are provided for nine of the articles. Specific topics range from elementary reading and math education to curriculum planning. (VM)

**ED 067 924** FL 003 342
**Bibliografia Especializada: Formacion Docente (Specialized Bibliography: Teacher Education).**
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date Apr 71
Note—12p.

Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa; n4 pt 3 p13-24 Mar-Apr 1971
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adult Literacy, Annotated Bibliographies, *Bibliographies, Conference Reports, Educational Planning, *Educational Problems, *International Education, Schools of Education, Seminars, *Teacher Education, Teacher Role
This specialized, international bibliography on various issues in teacher education lists approximately 50 articles and books written between 1959 and 1970 in Spanish, French, English, and Portuguese. Many of the items are reports from conferences and seminars on related topics. Several concern teacher education within a given geographical region. Eleven of the listings are annotated. (VM)

**ED 067 925** FL 003 377
*Hanna, Ian*
**The Adult Student and Languages.**
Australian Association of Adult Education.
Pub Date Dec 65
Note—8p.; Reprinted from "Australian Journal of Adult Education," December 1965. Paper given at a Modern Language Workshop conducted by the Australian Association of Adult Education at Monash University, June 1-4, 1965
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Basic Education, Adult Characteristics, *Adult Education, Curriculum Development, *Educational Programs, Instructional Improvement, Literacy Education, *Modern Languages, Program Development, *Social Characteristics
An attempt to determine educational needs in adult education in Commonwealth countries, particularly in Britain and Australia, this document focuses on the changing sociological backgrounds of students in existing programs. Identification of characteristics of a cross-section of the students suggests a direct relationship between parental attitudes toward education and adult interest in non-vocational, continuing education. Concluding remarks concentrate on determining the need to modify teaching methods and curriculums in light of the changing student body. (RL)

**ED 067 926** FL 003 389
**Tabla de Especificaciones e Instructivo sobre Elaboracion de Pruebas Objetivas en la Ensenanza Primaria, para las asignaturas de Estudios Sociales, Idioma Espanol, Matematicas y Ciencias Naturales (Specification Tables and Instructions for the Construction of Objective Tests in the Primary Grades in Social Studies, Spanish, Mathematics, and Natural Sciences).**
Ministerio de Educacion, Guatemala City (Guatemala). Direccion de Bienestar Estudiantil y Educacion Especial.
Pub Date 8 Mar 71
Note—58p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Objectives, Evaluation Techniques, Guidelines, International Education, Mathematics Education, *Objective Tests, *Primary Grades, Science Education, Social Studies, Spanish, *Test Construction, *Test Interpretation
Identifiers—Guatemala
This booklet presents specification tables illustrating the relative importance given to topics on tests within a particular subject area. The general subject areas are social studies, Spanish, mathematics, and natural sciences. Tables are provided for final exams in each of these areas for several primary grades, illustrating the importance of one particular concept or skill in relation to others. Instructions and specific recommendations for test construction in each area and examples of suggested question types are included. (VM)

**ED 067 927** FL 003 393
*Garcia, Joseph J.*
**A Look at Minority Education Today with Implications for the Teaching of English.**
Pub Date 70
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—American English, Biculturalism, Bilingual Education, Bilingualism, *Cultural Differences, Cultural Education, *Curriculum Development, *English (Second Language), Interaction, Language Programs, *Minority Groups, Non English Speaking, Nonstandard Dialects, Psycholinguistics, *Racial Differences, Relevance (Education), Sociolinguistics, Standard Spoken Usage
American education must develop a system for promoting understanding among and with minority cultures. Curriculums should be designed which add relevancy to the education of minority groups and abandon the traditional ideas of Americanization which call for, among other things, the foreigner to become a good speaker of English. English-as-a-second-language programs have helped to develop a kind of mutual respect for foreign and American cultures. Bilingualism is making negative contributions to the American educational scene. These negative aspects should be taken into consideration when developing curriculums which will incorporate minority recognition while operating within the English language framework. (VM)

**ED 067 928** FL 003 404
*Rossi Etchelouz, Nelly Yvis*
**La Seccion Informacion y Documentacion en los Servicios de Pedagogia Universitaria (The Information and Documentation Division of the University Educational Services).**
Universidad Nacional Del Litoral, Santa Fe (Argentina). Servicios de Pedagogia Universitaria.
Pub Date 70
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Clearinghouses, Documentation, Educational Improvement, *Educational Research, *Information Services, International Education, Library Services, Spanish Speaking, *Universities
Identifiers—*Argentina
This booklet describes the information and documentation services available within the regional area of the National University of Litoral. The basis and general functions of the service are considered, as well as the organizational and functional structure and subjects given priority in the system. The general functions are fourfold: library duties, information, documentation, and publication. (VM)

**ED 067 929** FL 003 405
*Rossi Etchelouz, Nelly Yvis*
**Valor de la Informacion en la Orientacion Vocacional (The Value of Information in Vocational Education).**
Universidad Nacional Del Litoral, Santa Fe (Argentina). Servicios de Pedagogia Universitaria.
Pub Date 70
Note—23p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Audiovisual Aids, *Career Choice, Career Opportunities, Documentation, Educational Needs, *Guidance Services, *Information Services, International Education, *Professional Education, Secondary Education, Spanish Speaking, *Vocational Education
Information services in vocational education should describe for the student the reality of different professions--current characteristics and socio-economic conditions--and the chances for development in particular professions. This document discusses the need for such information in vocational education for making intelligent career choices and for preparing for those choices. The dangers of false and insufficient information are discussed, along with what specific action the school can take to improve information facilities and services. (VM)

**ED 067 930** FL 003 406
*Rossi Etchelouz, Nelly Yvis, Ed.*
**Bibliografia Analitica: Tematica Universitaria. Serie Bibliografica No. 2 (Analytical Bibliography: University Topics. Bibliographic Series No. 2).**
Universidad Nacional Del Litoral, Santa Fe (Argentina). Servicios de Pedagogia Universitaria.
Pub Date 71
Note—31p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Annotated Bibliographies, Costs, Educational Legislation, Educational Needs, Educational Planning, Educational Problems, Educational Research, Educational Resources, Higher Education, *International Education, *Secondary Education, Spanish Speaking, Statistics, *Universities
Identifiers—*Latin America
This annotated bibliography lists approximately 50 documents written between 1963 and 1971 relevant to issues and problems at the university level in Latin America. The documents, mainly from Latin America with some from the United States and Europe, concern development problems, costs, curriculum, planning, and resources. (VM)

**ED 067 931** FL 003 407
*Rossi Etchelouz, Nelly Yvis, Ed.*
**Bibliografica Analitica: Tematica Universitaria. Serie Bibliografica No. 1 (Analytical Bibliography: University Topics. Bibliographic Series No. 1).**
Universidad Nacional Del Litoral, Santa Fe (Argentina). Servicios de Pedagogia Universitaria.
Pub Date 70
Note—19p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Annotated Bibliographies, Costs, Educational Legislation, Educational Needs, Educational Planning, Educational Problems, Educational Research, Educational Resources, Higher Education, *International Education, *Secondary Education, Spanish Speaking, Statistics, *Universities
Identifiers—*Latin America
This annotated bibliography lists approximately 30 documents written between 1959 and 1967 relevant to issues and problems at the university level in Latin America. The documents, mainly from Latin America with some from the United States and Europe, concern development, problems, costs, curriculum, planning, and resources. (VM)

**ED 067 932** FL 003 408
*Rossi Etchelouz, Nelly Yvis*
**Sistemas de Documentacion e Informacion Educativa en Belgica, Paises Bajos y Francia (Educational Documentation and Information Systems in Belgium, Holland, and France).**
Universidad Nacional Del Litoral, Santa Fe (Argentina). Servicios de Pedagogia Universitaria.
Pub Date 71
Note—72p.; Serie Estudios y Trabajos
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Documentation, Educational Improvement, Educational Research, Information Science, Information Services, *Information Systems, *International Education, Libraries
Identifiers—Belgium, France, Netherlands
This booklet describes the working and organization of the information and documentation systems in Belgium, the Netherlands, and France. The discussion begins with a look at the Belgium educational system and how information services operate within that system. The central library, specialized services, and specialized information centers are all considered. A brief discussion of the information systems in Holland and France follows. Remarks on UNESCO's development of an information service are also included. (VM)

**ED 067 933** FL 003 443
*Bartley, Diana E. Politzer, Robert L.*
**Practice-Centered Teacher Training: Standard English for Speakers of Nonstandard Dialects. Language and the Teacher: A Series in Applied Linguistics, Volume 27.**
Pub Date 72
Note—159p.
Available from—Center for Curriculum Development, Inc., 401 Walnut Street, Philadelphia, Pa. 19106 ($3.35)
**Document Not Available from EDRS.**
Descriptors—*Applied Linguistics, Audiovisual Aids, *English Instruction, Language Laboratories, Microteaching, Morphology (Languages), *Nonstandard Dialects, Phonology, Pronunciation Instruction, Reading Instruction, *Standard Spoken Usage, Syntax, *Teacher Education, Teaching Methods, Teaching Procedures
This text is a syllabus for the training of teachers of standard English to speakers of nonstandard dialects. The assumptions underlying this publication are that important elements of foreign-language teaching methodology are applicable to teaching standard English as a second dialect and that this methodology can be taught effectively if applied linguistics and methodology are closely integrated and lead to immediate practical application. The syllabus consists of three parts: (1) applied linguistics, including sections on phonology, morphology, and elements of syntax; (2) teaching procedures; and (3) microlessons. The section on syntax examines: (1) management of audiolingual activities, (2)

presentation of basic materials, (3) teaching of structure orally, (4) teaching of structure through reading, (5) teaching of pronunciation, (6) teaching of sound/letter correspondence (spelling), (7) teaching of reading, (8) using visual aids, and (9) use of electronic equipment (language laboratory). A bibliography is included. (RL)

**ED 067 934** FL 003 444

**Immigrants and Their Education.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date [65]

Note—19p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Achievement, Cultural Background, Cultural Differences, Cultural Education, *Culture, Educational Objectives, *English (Second Language), *Immigrants, Instructional Improvement, *Language, Language Instruction, Non English Speaking, Performance Factors, *Success Factors

Identifiers—*Canada

This report emphasizes the interrelationship of culture and language. The school situation in Toronto is examined with a view toward improving the learning environment of the immigrant. Traditional attempts at student assessment are seen as inadequate, and obstacles precluding successful student assimilation are underscored. Suggestions for curricular and program reform include a reassessment of educational priorities. (RL)

**ED 067 935** FL 003 447

**A Pilot Study of Pupils' Learning of Grammar and Usage through a Programmed Textbook.**

Toronto Board of Education (Ontario). Research Dept.

Note—14p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Basic Skills, Behavioral Objectives, Composition Skills (Literary), *Educational Experiments, Elementary Schools, *English, *Grade 8, *Grammar, Language Instruction, Language Research, Language Tests, Language Usage, *Programed Instruction

The purpose of the pilot reported here is to compare pupil's learning of English grammar and usage through a programed course, "English 2600: A Scientific Programme in Grammar and Usage," and a traditional method of grammar instruction used in an eighth-grade English class. Procedures used in the experiment are described. Statistical results are tabulated and demonstrate a significantly higher achievement rate for the experimental group. (RL)

**ED 067 936** FL 003 453

**Boletin de Informacion Educativa, 14 (Educational Information Bulletin, 14).**

Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.

Pub Date Nov 71

Note—37p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Bulletins, Committees, Documentation, *Educational Improvement, *Educational Legislation, Educational Objectives, Educational Philosophy, *Educational Problems, Information Services, *International Education, Reports, Spanish Speaking

Identifiers—*Argentina

This bulletin on educational reform published in the Argentine province of Santa Fe contains the committee reports written for the National Commission for Analysis and Evaluation of the Educational System in conjunction with the National Education Program established during the May 1970 meeting of Ministers of Education. The reports consider current educational facilities, curriculum, teacher capability, objectives, and resources on all levels of education--elementary, intermediate, middle, and secondary. Committee recommendations are also included. (VM)

**ED 067 937** FL 003 454

**Boletin de Informacion Educativa, 12 (Educational Information Bulletin, 12).**

Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.

Pub Date 30 Sep 70

Note—24p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Bulletins, Documentation, *Educational Improvement, *Educational Legislation, Educational Objectives, Educational Philosophy, *Educational Problems, Information Services, *International Education, Spanish Speaking

Identifiers—*Argentina

This bulletin, published in the Argentine province of Santa Fe, is the first in a series intended to report to teachers on all levels on educational reform, the important measures and approved proposals, and the ideas behind them. This issue contains policy speeches by several education officials in positions to effect educational improvement and reforms. The final section lists the agreements reached during the fourth national meeting of provincial Ministers of Education, held in Santa Fe. (VM)

**ED 067 938** FL 003 455

**Boletin de Informacion Educativa, 13 (Educational Information Bulletin, 13).**

Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.

Pub Date 31 Oct 70

Note—12p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Bulletins, Documentation, *Educational Improvement, *Educational Legislation, Educational Objectives, Educational Philosophy, *Educational Problems, Information Services, *International Education, Spanish Speaking, Teacher Role

Identifiers—*Argentina

This bulletin on educational reform published in the Argentine province of Santa Fe begins with a speech by the provincial Minister of Education and Culture concerning educational development and reform. The second speech in the bulletin, also by the Education Minister, considers the role of the teacher. In conclusion, the bulletin contains the statement on educational reform approved by the Argentine Ministers of Education at their meeting in May 1970. (VM)

**ED 067 939** FL 003 456

**Boletin de Informacion Educativa, Ano 2, No. 3. (Educational Information Bulletin, Volume 2, No. 3).**

Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.

Pub Date Jun 65

Note—22p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Adult Dropouts, *Bulletins, Conferences, Documentation, Education, *Educational Improvement, Educational Legislation, Educational Planning, Educational Problems, *Information Services, *International Education, Night Schools, Professional Education, *Spanish Speaking, Statistics, Tables (Data), Technical Education

Identifiers—*Argentina

This information bulletin is published by the Documentation and Educational Information Center in the Argentine province of Santa Fe. The bulletin reports on educational developments in the province and abroad, educational problems, statistics, legislation, documentation and information techniques, and information from international organizations. This issue includes a speech by the Santa Fe Minister of Education and Culture inaugurating the 1965 school year, a statistical study and discussion of the dropout phenomenon in professional night schools in Santa Fe, a study of the school dropout phenomenon in Argentina in general, statistical details on the 1964 Santa Fe school enrollment, a statement on the incorporation of the Argentine Documentation and Educational Information Center into the International Federation of Documentation, and a listing of documents on educational planning. (VM)

**ED 067 940** FL 003 457

**Boletin de Informacion Educativa, Ano 1, No. 2 (Educational Information Bulletin, Volume 1, No. 2).**

Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.

Pub Date Dec 64

Note—18p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Bulletins, Conferences, Documentation, Education, *Educational Improvement, Educational Legislation, Educational Planning, Educational Problems, *Information Services, *International Education, Literacy, *Spanish Speaking, Statistics, Tables (Data), Teacher Education

Identifiers—*Argentina

This information bulletin is published by the Documentation and Educational Information Center in the Argentine province of Santa Fe. The bulletin reports on educational developments in the province and abroad, educational problems, statistics, legislation, documentation and information techniques, and information from international organizations. This issue contains a discussion of the considerations and principles involved in educational planning, details on recent action governing a teachers' college in Santa Fe, a report on a meeting of the directors of the Documentation and Information Centers, educational statistics on 1962 and 1963 enrollment in provincial schools--private and public--and the provincial literacy rate, brief remarks on the functions of the United Nations and UNESCO, and bibliographical information on educational publications. (VM)

**ED 067 941** FL 003 458

**Boletin de Informacion Educativa, Ano 2, No. 4 (Educational Information Bulletin, Volume 2, No. 4).**

Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.

Pub Date Dec 65

Note—28p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Audiovisual Aids, *Bulletins, Conferences, Documentation, Education, *Educational Improvement, Educational Innovation, Educational Legislation, Educational Planning, Educational Problems, *Information Services, *International Education, *Spanish Speaking, Statistics

Identifiers—*Argentina

This information bulletin is published by the Documentation and Educational Information Center in the Argentine province of Santa Fe. The bulletin reports on educational developments in the province and abroad, educational problems, statistics, legislation, documentation and information techniques, and information from international organizations. This issue contains a report on the 1965 Santa Fe meeting of the Latin American Assembly on Education, a copy of the recommendations on educational planning presented to the Ministers of Public Education after the 1962 meeting of the International Conference on Public Instruction, a report on provincial activities related to educational planning, a study of current methods in Santa Fe schools, statistics on 1965 Santa Fe schools and enrollment, a discussion and a listing of publications on audiovisual aids, and a listing of bibliographical material recently sent to the information center from UNESCO. (VM)

**ED 067 942** FL 003 459

**Boletin de Informacion Educativa, Ano 3, No. 5 (Educational Information Bulletin, Volume 3, No. 5)**

Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.

Pub Date Jun 66

Note—23p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Adult Education, *Bulletins, Conferences, Documentation, Education, *Educational Improvement, Educational Legislation, Educational Problems, *Information Services, *International Education, Literacy Education, *Spanish Speaking, Statistics, Technical Education

Identifiers—*Argentina

This information bulletin is published by the Documentation and Educational information Center in the Argentine province of Santa Fe. The bulletin reports on educational developments in the province and abroad, educational problems, statistics, legislation, documentation and information techniques, and information from international organizations. This issue deals mainly with the problem of adult literacy education and contains a description of the principles behind the Santa Fe intensive program for adult

literacy and education, provincial statistics on illiterate and semi-illiterate adults, recommendations on adult education resulting from the 1965 meeting of the International Conference on Public Instruction, and bibliographical listings of publications relevant to adult education. Other items included here are a report on educational development in Santa Fe province for the 29th International Conference on Public Instruction; educational statistics on schools; the 1965 enrollment in the national, provincial, and municipal schools; and information on educational legislation. (VM)

**ED 067 943** FL 003 460
**Boletin de Informacion Educativa, Ano III, No. 6 (Educational Information Bulletin, Volume III, No. 6).**
Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.
Pub Date Dec 66
Note—29p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bulletins, Conferences, Documentation, Education, *Educational Improvement, Educational Legislation, Educational Problems, *Information Services, *International Education, *Spanish Speaking, Statistics
Identifiers—*Argentina
This information bulletin is published by the Documentation and Educational Information Center in the Argentine province of Santa Fe. The bulletin reports on educational developments in the province and abroad, educational problems, statistics, legislation, documentation and information techniques, and information from international organizations. This issue contains the end-of-the-school-year speech by the Minister of Education and Culture, a report on the second meeting of the directors of provincial Centers for Documentation and Educational Information, a report on the first Latin American meeting on educational documentation and information, a general report on the U. S. educational system, educational statistics on Santa Fe province, information on educational legislation, news items from educational bulletins of several other countries, and bibliographical information. (VM)

**ED 067 944** FL 003 461
**Boletin de Informacion Educativa, Ano IV, No. 7 (Educational Information Bulletin, Volume III, No. 7).**
Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.
Pub Date Jun 67
Note—45p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bulletins, Conferences, Documentation, Education, *Educational Improvement, Educational Legislation, Educational Objectives, Educational Planning, Educational Problems, Educational Television, *Information Services, *International Education, *Spanish Speaking, Statistics
Identifiers—*Argentina
This information bulletin is published by the Documentation and Educational Information Center in the Argentine province of Santa Fe. The bulletin reports on educational developments in the province and abroad, educational problems, statistics, legislation, documentation and information techniques, and information from international organizations. This issue contains a proposal for an approach to considering educational problems and reform, a report on the creation of a mechanism for educational study and improvement, a report on the Santa Fe educational system directed toward the 1967 International Conference on Public Instruction, the outline of a Latin American course on Documentation and Educational Information, and brief reports on the use of educational television in several foreign countries. (VM)

**ED 067 945** FL 003 462
**Boletin de Informacion Educativa, Ano IV, No. 8 (Educational Information Bulletin, Volume IV, No. 8).**
Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.
Pub Date Dec 67
Note—31p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bulletins, Conferences, Documentation, Education, *Educational Improvement, Educational Legislation, Educational Problems, *Information Services, *International Education, *Spanish Speaking, Statistics, Technical Education
Identifiers—*Argentina
This information bulletin is published by the Documentation and Educational Information Center in the Argentine province of Santa Fe. The bulletin reports on educational developments in the province and abroad, educational problems, statistics, legislation, documentation and information techniques, and information from international organizations. This issue contains an end-of-the-school-year speech by the Minister of Education and Culture, a report on a technical education symposium, reports on several educational meetings, provincial statistics for the 1967 school year, and information on recent educational legislation. (VM)

**ED 067 946** FL 003 463
**Boletin de Informacion Educativa, Ano VI, No. 10/11 (Educational Information Bulletin, Volume VI, No. 10/11).**
Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.
Pub Date Dec 69
Note—49p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bulletins, Conferences, Documentation, Education, *Educational Improvement, Educational Legislation, Educational Problems, Educational Television, *Information Services, *International Education, Night Schools, Private Schools, *Spanish Speaking, Statistics, Teacher Education
Identifiers—*Argentina
This information bulletin is published by the Documentation and Educational Information Center in the Argentine province of Santa Fe. The bulletin reports on educational developments in the province and abroad, educational problems, statistics, legislation, documentation and information techniques, and information from international organizations. This issue contains several items on educational reform and begins with a speech on reform by the new Minister of Education and Culture. Also included here are statistics on Santa Fe's educational reform, a plan for teacher education, a new law on private schools, and a report on the use of educational television in the province. Other items provide statistics on provincial educational development, a report on the accomplishments of the Service for Higher, Normal, Middle, and Technical Education, and considerations for the analysis of the efficiency of the Santa Fe school system in relation to economic development. (VM)

**ED 067 947** FL 003 488
**Boletin de Informacion Educativa, Ano V, No. 9 (Educational Information Bulletin, Volume V, No. 9).**
Ministerio de Educacion y Cultura, Santa Fe (Argentina). Centro de Documentacion e Informacion Educativa de la Provincia de Santa Fe.
Pub Date Oct 68
Note—27p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bulletins, Conferences, Documentation, Education, *Educational Improvement, Educational Legislation, Educational Problems, *Information Services, *International Education, *Spanish Speaking, Statistics
Identifiers—*Argentina
This information bulletin is published by the Documentation and Educational Information Center in the Argentine province of Santa Fe. The bulletin reports on educational developments in the province and abroad, educational problems, statistics, legislation, documentation and information techniques, and information from international organizations. This issue contains a report from the Third National Meeting of Ministers of Education, an outline of the levels, objectives, structure, and facilities of the Santa Fe educational system, a report on the 1968 educational development and growth in Santa Fe province, and the final report of the National Meeting on Documentation and Educational Information. (VM)

**ED 067 948** FL 003 523
*Leon, Pierre R., Ed. And Others*
**Problemes de L'Analyse Textuelle/Problems of Textual Analysis.**
Pub Date 71
Note—199p.
Available from—Center for Curriculum Development, Inc., 401 Waltnut Street, Philadelphia, Pa. 19106 (No. 2787, $6.00)
**Document Not Available from EDRS.**
Descriptors—French, *Grammar, *Linguistics, *Literary Analysis, Literary Conventions, Literary Criticism, Literary Discrimination, Literary Styles, *Literature Appreciation, *Reading Skills, Structural Linguistics, Textual Criticism, Transformation Generative Grammar, Translation
This text compiles papers treating problems in literary analysis which were read at a conference at the University of Toronto, Canada. Papers include: (1) "Elements Phonostylistiques du Texte Litteraire," (2) Some uses of the Grammar in Poetic Analysis, (3) "Morphosyntaxe et Stylistique," (4) "Le Lexique dans l'Oeuvre Litteraire," (5) "Analyse Semiologique et Analyse Litteraire," (6) "Problemes Stylistiques de la Traduction," (7) "La Categorie du Jugement Etre vs. Paraitre et la Fonctionnalite du Recit," (8) "L'Ideologie du Mythe dans Germinal," (9) "La Phrase de Celine dans ses Rapports avec 'L-'Ecriture Organique'," (10) "L'Analyse du Discours Litteraire selon les Methodes Transformationnelles Americaines," (11) "Tendences Nouvelles Constatees en France pour l'Analyse Linguistique des Textes Litteraires," (12) The Stylistic Analysis of the Literary Image, (13) "-Modeles de la Phrase Litteraire," (14) "Litterature: Generativite de la Phrase," (15) Motif Analysis and the System of Sensitivity in 'L-'Etranger', (16) "Essai d'Analyse Narrative: Proust et le Recit Iteratif," and (17) Discontinuity and Communication in Literature. (RL)

**ED 067 949** FL 003 527
*Katcher, Roberta*
**Volunteer--Teaching English as a Second Language.**
Pub Date 20 Jul 71
Note—5p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Class Activities, Cultural Education, Early Childhood, *English (Second Language), Field Trips, Immigrants, Instructional Materials, *Kindergarten, Language Fluency, Language Programs, Learning Activities, Teacher Aides, *Teaching Methods, *Visual Aids, *Vocabulary Development, Volunteers
In this article, the author describes her experience teaching English as a second language to kindergarten children of varied language backgrounds. Teaching activities, classroom procedures, and materials are discussed. The basic objective of the program is to increase the children's English vocabulary and to provide cultural education. Ideas for neighborhood field trips are included. (VM)

**ED 067 950** FL 003 528
*Katcher, Roberta*
**Teaching English as a Second Language.**
Pub Date 20 Jul 71
Note—8p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Child Language, *Children, Classroom Techniques, Cultural Education, Educational Games, *English (Second Language), Habit Formation, *Instructional Materials, Language Fluency, Language Instruction, Language Programs, Non English Speaking, Second Language Learning, *Teaching Methods, *Visual Aids
This document contains ideas for teaching English as a second language to young children from varied language backgrounds. Several visual aids are discussed: the object box, pictorial games, the felt board and experience chart, action games, and instructional pictures. (VM)

**ED 067 951** 95 FL 003 532
*Condon, Elaine C. And Others*
**Project Sell, Title VII: Final Evaluation 1970-1971.**
Union City Board of Education, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—P-OE-7-417
Pub Date 71
Note—47p.

**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Affective Objectives, *Bilingual Education, Cognitive Objectives, Community Involvement, Curriculum Development, Educational Problems, *Evaluation Techniques, Instructional Materials, *Language Programs, Management, Personnel, *Program Evaluation, Spanish Speaking, Tables (Data), Teacher Education, Test Construction

This evaluative report consists of two parts. The first is a narrative report which represents a summary by the evaluation team and recommendations regarding project activities; the second part provides a statistical analysis of project achievements. Details are provided on evaluation techniques, staff, management, instructional materials, activities, community involvement, and external problems. The second part involves component analyses and a quantitative study of program achievement. (VM)

**ED 067 952** FL 003 534
*Milon, Jack*
**A Report on the Development of Negation in English by a Second Language Learner--Some Implications.**
Hawaii State Dept. of Education, Hilo.
Pub Date 31 May 72
Note—8p.; Revised version of a paper presented at the Sixth Annual TESOL Convention, Washington, D. C., February 29, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Early Childhood Education, *English (Second Language), *Interaction, *Language Development, Language Research, Native Speakers, Negative Forms (Language), *Peer Teaching, Second Language Learning, Teacher Role, Teaching Methods

The question asked in this paper is whether children below the age of puberty who acquire a second language within the cultural context of that language acquire it in anything resembling the same developmental order that native speakers of the language acquire it. A seven-year-old Japanese boy's development in English negation structure provides the basis for a comparison with negation usage by peer-group native speakers. The study reveals similarities between the development of both and suggests a strong influence by the peer-group native speakers on the speech of the second language learner. The implication is that any English-as-a-second-language classes involving children below the age of puberty should have maximum peer involvement, peer interaction, and teacher involvement. (VM)

**ED 067 953** FL 003 541
*Finkelberg, Ellen*
**Instructional Objectives Exchange: Spanish, Grades 7-12.**
Instructional Objectives Exchange, Los Angeles, Calif.
Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.
Pub Date 70
Note—107p.
Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, Calif. 90024 (No. 30, $8.00)
**Document Not Available from EDRS.**
Descriptors—Audiolingual Skills, *Behavioral Objectives, Evaluation, Grammar, Instructional Materials, Instructional Program Divisions, Language Instruction, *Language Skills, Listening Skills, *Modern Languages, Performance Criteria, Reading Development, *Spanish, Speech Skills, Student Evaluation, Teaching Guides, Writing

This booklet contains 74 instructional objectives and related evaluation items for beginning Spanish, grades 7-12. It is organized to cover the basic pedagogical steps of understanding, speaking, reading, and writing a foreign language. Each objective in the "Collection" contains three elements: (1) the objective, (2) measurement items, and (3) means of judging the adequacy of the student's response. The objective itself is stated in operational terms. Most of the concepts to be taught are incorporated in two objectives, one calling for a written and the other for a spoken response. The majority of the objectives are accompanied by one sample item and five additional items, each of which is designed to test the student's acquisition of the desired behavior. Evaluation criteria and possible responses are provided for each objective. (RL)

**ED 067 954** FL 003 543
*Han, Mieko S. Kim, Kong-On*
**Studies in the Phonology of Asian Languages X: Intertonal Influences in Two-Syllable Utterances of Vietnamese. Final Technical Report, March 1970 - June 1972.**
University of Southern California, Los Angeles. Acoustics Phonetics Research Lab.
Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.
Pub Date 30 Jun 72
Note—70p.; Contract NR-049-183; N00014-67-A-0269-0016
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Acoustic Phonetics, Contrastive Linguistics, *Distinctive Features, Language Typology, Phonemics, *Spectrograms, Synchronic Linguistics, *Tone Languages, *Vietnamese

This study, tenth in a series of publications entitled "Studies in the Phonology of Asian Language," describes the phonetic variation of the six tones in two-syllable utterances of Vietnamese. The study is based on acoustic measurements of actual words and phrases. Findings of the study concern: (1) overall pitch height of a tone, (2) tone variants and crossing in given syllable positions, (3) range of variation of tones, (4) differentiation of level tone from the falling tone, and (5) environmental influence on the six-tone contrast. (RL)

**ED 067 955** FL 003 544
*Glassman, Eugene H.*
**Conversational Dari: An Introductory Course in Dari (=Farsi=Persian) As Spoken in Afghanistan.**
International Afghan Mission, Kabul (Afghanistan). Language & Orientation Committee.
Pub Date 71
Note—392p.; Revised edition of "Conversational Kabuli Dari" by Eugene H. Glassman with the assistance of M. Taher Porjosh
Available from—Medical Assistance Programs, Inc., P.O. Box 50, Wheaton, Illinois 60187 ($6.00)
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—*Audiolingual Skills, Basic Skills, Comprehension Development, *Conversational Language Courses, Cultural Education, *Grammar, Indo European Languages, *Instructional Materials, Intensive Language Courses, Language Instruction, Listening Comprehension, Modern Languages, *Persian
Identifiers—Afghanistan, *Dari, Farsi

This course in Dari, also known as Farsi or Persian, concentrates on development of conversational skills. Twenty-five lessons, reflecting current linguistic theories of language learning, include pronunciation drills, grammar study, vocabulary development, and exercises. Appendixes contain 14 sections of cultural material concerning Afghan social structure, geography, and verb review. Several indexes are included: (1) the Dari sound system, (2) words and phrases used in the lessons, (3) English words and phrases used in lessons, and (4) a subject index. (RL)

**ED 067 956** FL 003 605
*Andersson, Theodore*
**Teaching Cross-Cultural Understanding.**
Pub Date 22 Apr 72
Note—12p.; Paper presented at Fontbonne Coll., St. Louis, Mo., April 22, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bilingual Education, *Cross Cultural Training, Educational Objectives, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Teacher Attitudes, Teaching Methods

Fundamental prerequisites for successful cross-cultural instruction in language programs are outlined in this paper. Attainment of instructional objectives is seen to be dependent on teacher attitudes and educational preparation. Problems confronting language teachers attempting to attain a measure of sophistication in the theory of cross-cultural instruction are discussed. Several successful bilingual programs for young children are briefly reviewed. Concluding remarks point out that the teaching of culture requires both precept and example. (RL)

**ED 067 957** FL 003 606
*Strasheim, Lorraine A.*
**The Foreign-Language Student as a Social Creature: The Use of Groups in the Foreign-Language Classroom.**
Pub Date 18 Mar 72
Note—23p.; Paper presented at the Eighth Annual Whitewater Foreign Language Conference, University of Wisconsin-Whitewater, Whitewater, Wisconsin, March 18, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Objectives, *Grouping Procedures, *Group Instruction, Instructional Program Divisions, *Language Instruction, *Modern Languages, Second Language Learning, Small Group Instruction, Student Attitudes, Student Motivation, Teacher Attitudes, *Teaching Methods

Pedagogical and psychological implications of group instruction in the foreign language classroom are explored in this article. Discussion of Lorraine E. Heard's study, "Foreign Language and the Group Context: Expanded Student Roles," contrasts the classical objectives of language instruction ("purposive," "cognitive," and "concerned with input and output") with a broader series of objectives more directly concerned with the affective domain of student growth. Specific examples illustrating methods of expanding student roles in groups are provided in four types of activities: (1) mastery building, (2) oral compositions, (3) tutorial remediation, and (4) cross-level sharing. A second article by Anthony Papalia and Joseph Zampogna, "An Experiment in Individualized Instruction through Small Group Interaction," is also discussed. Several approaches are examined, including: (1) the wheel, (2) pairing, (3) inner-outer circle, and (4) triads, quartets, and quintets. (RL)

**ED 067 958** 48 FL 003 661
*Hutchins, John A.*
**An Investigation of Spoken Brazilian Portuguese: Part I, Technical Report. Final Report.**
Naval Inst., Annapolis, Md.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0130
Pub Date Aug 72
Contract—OEC-0-8-000130-3543-014
Note—79p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Computational Linguistics, *Computers, Data Bases, Educational Experiments, *Language Research, Modern Languages, Optical Scanners, *Portuguese, Romance Languages, Speech, *Syntax, *Word Frequency

This final report of a study which developed a working corpus of spoken and written Portuguese from which syntactical studies could be conducted includes computer-processed data on which the findings and analysis are based. A data base, obtained by taping some 487 conversations between Brazil and the United States, serves as the corpus from which a frequency list of some 2,000 words is derived. A print-out of the Key-Word-in-Context is also developed and intended for use by linguistic researchers. Descriptions of experimental procedures, findings, and recommendations are included. Supportive technical data and experimental information are appended. (RL)

**ED 067 959** FL 003 668
**Model Programs: Compensatory Education. The Juan Morel Campos Bilingual Center, Chicago, Illinois.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Center for Educational Communication (DHEW/OE), Washington, D.C.
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Report No—OE-72-82
Pub Date 72
Note—30p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO HE5.237:37083, $.25)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bilingual Education, Bilingualism, Community Involvement, *Compensatory Education, Costs, Curriculum Design, Economically Disadvantaged, Educationally Disadvantaged, Educational Objectives, English (Second Language), *Intermediate Grades,

Language Skills, Methodology, Parent Participation, *Program Descriptions, Program Evaluation, School Personnel, *Spanish Speaking, Student Needs, Textbooks
Identifiers—*Juan Morel Campos Bilingual Center
The bilingual program described in this booklet offers intermediate-grade English and Spanish instruction to Spanish-speaking children from an economically disadvantaged neighborhood in one of Chicago's largest school districts. The descriptive information presented here concerns context and objectives, necessary personnel, educational methodology, parent-community involvement, subject-area objectives, textbooks, costs, and details on program evaluation. (VM)

**ED 067 960** 48 FL 003 670
*Kaufman, Elaine Marlowe*
**Ibibio Dictionary. Final Report.**
Stanford Univ., Calif.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No—BR-9-7727
Pub Date Jun 72
Contract—OEC-0-9-097727-2473
Note—635p.
**EDRS Price MF-$0.65 HC-$23.03**
Descriptors—*African Languages, Definitions, *Dictionaries, *English, Form Classes (Languages), Language Classification, *Lexicography, Lexicology, *Vocabulary
Identifiers—*Ibibio, Nigeria
More than 4,500 entries are included in this Ibibio dictionary which is intended for general use by field workers in the Ibibio (Nigeria) area or by professional linguists and anthropologists. Most noun entries include the following subentries: (1) noun phrases in which the head noun is qualified, resulting in a change or clarification of meaning, and (2) adjectives and adverbs derived from the noun. Most demonstrative, adverb, preposition, or conjunction entries include as subentries sentences or phrases illustrating their use. Verb entries have as subentries: (1) sentences illustrating one or more meanings of the verb, especially ones of a peculiar or idiomatic nature, and (2) verbal derivatives including nouns, adjectives, and adverbs. (RL)

**ED 067 961** 48 FL 003 682
*Anderson, Stephen R. Andrews, Avery D.*
**Syntactic Typology and Contrastive Studies. Research on Syntactic Typology, Volume I of III Volumes. A Final Substantive Report.**
Language Research Foundation, Cambridge, Mass.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No—BR-0-7721
Pub Date 30 Aug 72
Contract—OEC-0-70-4986-823
Note—258p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—Case (Grammar), *Comparative Analysis, *Contrastive Linguistics, Deep Structure, Generative Grammar, Grammar, *Language Research, Language Typology, *Language Universals, Sentence Structure, Surface Structure, *Syntax, Transformation Generative Grammar
This first volume of a three-part language research study states and illustrates that the point of departure for comparative analysis of two languages rests on a comprehensive typology in each of a number of areas of grammar. The report suggests that a limited set of functions can be isolated, and that the range of grammatical possibilities open to any given language within each of these areas can be narrowly delimited. The two grammar points considered here as examples are relative clause formation rules and case marking phenomena. Both issues are discussed in detail, and numerous examples from widely varying world languages are provided. For Volumes 2 and 3 of this study, see FL 003 683 and FL 003 684. (VM)

**ED 067 962** 48 FL 003 683
*Szamosi, Michael*
**Notes on Hungarian Grammar. Research on Syntactic Typology, Volume II of III Volumes. Final Substantive Report.**
Language Research Foundation, Cambridge, Mass.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No—BR-0-7721
Pub Date [30 Aug 72]
Contract—OEC-0-70-4986-823
Note—85p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Case (Grammar), Deep Structure, *Grammar, *Hungarian, *Language Research, Nominals, *Sentence Structure, Suffixes, Surface Structure, *Syntax, Transformation Generative Grammar, Transformations (Language), Verbs
This second volume of a three-part language research report presents a sketch of Hungarian syntax with emphasis on several particular aspects of grammar. The first section considers the noun phrase and covers such issues as internal word order, number, demonstratives, cases and postpositions, genitive constructions, pronominal forms of cases and postpositions, and concord. The second section on the verb and its complements concerns verbal forms and surface structure constraint phenomena. The final section presents a preliminary analysis of Hungarian complement constructions and the syntactic operations needed to account for them. For Volumes 1 and 3 of this research project, see FL 003 682 and FL 003 684. (VM)

**ED 067 963** 48 FL 003 684
*Berman, Arlene And Others*
**A Collection of Studies. Research on Syntactic Typology Volume III of III Volumes. Final Substantive Report.**
Language Research Foundation, Cambridge, Mass.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No—BR-0-7721
Pub Date [30 Aug 72]
Contract—OEC-0-70-4986-823
Note—472p.
**EDRS Price MF-$0.65 HC-$16.45**
Descriptors—Arabic, Bengali, Case (Grammar), Comparative Analysis, Contrastive Linguistics, French, *Grammar, Interference (Language Learning), *Language Research, *Linguistic Theory, Malayo Polynesian Languages, Pronouns, Second Language Learning, Serbocroatian, *Syntax
This final volume of a three-part report on various language research projects contains ten studies on a wide variety of language issues. The topics include "Some Aspects of Language Interference," "Contrastive Analysis of Case Marking in Polynesian Languages," "Notes on the Formation of Complex Sentences in Tunisian Arabic with Emphasis on the Relative Clause," "On Serbo-Croatian Complement Sentences," "Outline of Bengali Grammar," "Number in the Bengali Noun Phrase," "Pronominalization and Equi-Noun Phrase Deletion in Bengali," "Language-Particular Rules and Explanation in Syntax," "Evidence for Shadow Pronouns in French Relativization," and "Induced Errors." For the first two volumes of the report, see FL 003 682 and FL 003 683. (VM)

**ED 067 964** FL 003 698
*Jenkins, James J.*
**Effect of Age, Native Language, and Instruction on Speech Sound Discrimination. Final Report.**
Minnesota Univ., Minneapolis. Center for Research in Human Learning.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-9-0397
Pub Date Jun 72
Grant—OEG-6-9-090397-0076-010
Note—26p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Age Differences, Artificial Speech, Auditory Discrimination, *Auditory Perception, Bilingualism, Computers, Electronic Equipment, English, Experiments, *Language, Language Development, Language Instruction, *Language Research, *Language Universals, Phonemes, Phonology, Spectrograms, *Speech, Thai
The experiments described in this report seek to investigate the characteristics of speech perception using an approach which considers the development of the perception of "voicing," both as it occurs naturally and as it might occur in the laboratory. Investigating voicing discrimination and perception training among adults, infants, and children, the various experiments seek to determine to what extent the human being is "-preprogramed" to make voicing distinctions and to what extent that ability is acquired, whether acquired discriminations are fixed for life or are malleable, whether malleability is a function of age, and whether training techniques can be found which will give an English speaker the ability to make the discriminations the Thai speaker makes. (VM)

# HE

**ED 067 965** HE 003 373
*Berte, Neal R., Ed.*
**Innovations in Undergraduate Education: Selected Institutional Profiles and Thoughts About Experimentalism.**
Alabama Univ., Tuscaloosa. New College.; National Science Foundation, Washington, D.C.
Pub Date 72
Note—126p.; Report of a conference on Innovations in Undergraduate Education, The University of Alabama, Tuscaloosa, January, 1972
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Educational Change, *Educational Improvement, *Educational Innovation, *Experimental Colleges, *Experimental Curriculum, Experimental Programs, *Higher Education
In January 1972, The University of Alabama held a 4-day invitational conference to bring together the leaders of those institutions that offer innovative and experimental programs. Specifically, the purposes of the conference were: (1) to share critical reports from each participant about each of their programs; (2) to make recommendations regarding those experimental efforts that appear to be successful and how they could be extended; (3) to encourage experimentation not yet underway; and (4) to compile, publish and distribute a report about the conference so that those not in attendance could benefit from this pooling of information and recommendations. The bulk of this publication consists of the institutional profiles developed by each of the 12 participants. The 3 appendices present the guidelines followed by the participants in writing the institutional reports, an evaluation of the conference, and a roster of the participants. (HS)

**ED 067 966** HE 003 376
*Bender, Louis W. Davis, James A.*
**Danger: Will External Degrees Reincarnate Bogus Degree Mills? A Challenge to State and National Agencies.**
Florida State Univ., Tallahassee. Dept. of Higher Education.
Pub Date Jul 72
Note—84p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bachelors Degrees, *Degrees (Titles), *Government Role, *Higher Education, *Special Degree Programs
External degree programs can benefit American higher education, but they also promote the danger of fraudulent degree mills. This document offers a discussion of this potential problem that includes: (1) an historical review of degree mill activities; (2) the role of the federal government in this problem; (3) the role of the courts; (4) state statutory provisions; and (5) state agency-administrative actions. State action to remedy the problem of degree mill activity must come through stronger state laws and budgetary support for administering agencies. In addition, the Council of State Governments should work to promote uniform state legislation and a federal agency is needed to control the international dimensions of the degree mill problem. (Author/CS)

**ED 067 967** HE 003 377
*Valentine, John A.*
**So That People Will Not Perish for Want of Knowledge.**
Pub Date Aug 72
Note—17p.; Summer Institute on Non-Traditional Educational Programs, Bloomfield College, Bloomfield, New Jersey, August 14, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Change, *Educational Improvement, *Higher Education, *Relevance (Education), *Special Degree Programs, Student Needs
Identifiers—Commission on Non Traditional Study

The Executive Secretary of the Commission on Non-Traditional Study discusses the history of the Commission and his own views on non-traditional study. The total system of postsecondary education in this country needs to be enriched by alternative modes of access, learning, and recognition. External degrees, contract learning, and similar developments are steps in this direction. New non-traditional programs have several features in common: a different student population; sensitivity to the individual student's needs; adaptation of learning to the student's circumstances; increased institutional flexibility; and expanded learning resources. Non-traditional studies must be placed in the context of other changes in postsecondary education: democratization, technology, and increased awareness of the problems of survival. (CS)

**ED 067 968** HE 003 378

*Gelso, Charles J. And Others.*

**The Accuracy of Self-Administration and Scoring on Holland's Self-Directed Search.**

Maryland Univ., College Park. Counseling Center.

Pub Date [72]

Note—16p.; Research Report # 7-72

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Aptitude Tests, *Higher Education, *Occupational Tests, *Testing, *Test Reliability

Identifiers—*Hollands Self Directed Search, SDS

This study assessed the extent to which students commit various types of errors when completing Holland's Self-Directed Search (SDS) entirely on their own. Nearly all students made some type of error and approximately half of the students made errors that affected their final 3-letter summary codes. Almost one-fifth of the students made errors resulting in an incorrect high-point code. Whether or not students made errors that affected their summary codes was unrelated to the extent to which they were interested in knowing more about occupations or academic majors they might like. Neither were such errors related to whether students felt the occupations suggested by their summary codes seemed reasonable. Only slightly over one-third of the students actually did feel that the occupations seemed reasonable. (Author)

**ED 067 969** HE 003 379

*Landry, James A. Sedlacek, William E.*

**A Profile of University of Maryland (College Park) Undergraduates 1971-72.**

Maryland Univ., College Park. Counseling Center.

Pub Date [72]

Note—12p.; Research Report 6-72

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*College Students, *Higher Education, *Student Attitudes, *Student Opinion, *Student Problems

The responses of 15,357 undergraduates at the University of Maryland, College Park, to the University Student Census are summarized in this study. Results indicate students felt the hardest part of adjusting to college life is selecting a major field of study or career. The census also reported results concerning: part-time jobs; residence; reasons for attending the University; attitudes toward courses and classroom organization; Student Government Association representation; need for vocational counseling; black representation on campus; student demonstrations; university day care center; and important societal issues. (Author/CS)

**ED 067 970** HE 003 380

*O'Connell, William R., Jr.*

**Service-Learning as a Southern Strategy for Innovation in Undergraduate Education.**

Pub Date 72

Note—10p.; A speech given to a small group discussion session on Innovations in Undergraduate Instruction, 27th National Conference on Higher Education, Chicago, Ill., March 7, 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Community Coordination, *Community Service Programs, *Cooperative Programs, Educational Innovation, Experimental Programs, *Higher Education, *Internship Programs, *Work Study Programs

This is a report on the development of a service-learning project conducted in the southern region since 1967. The program provides college students with internships in community agencies to work on social and economic problems. Each student is assigned a project and works under the supervision of a project committee made up of a host agency official, a faculty counselor, and often a technical representative. Each intern must make a final report to his host agency. Federal funding has been used for the service-learning programs, but states also provide financing. Agencies that have used the student interns have been satisfied with their work. (CS)

**ED 067 971** HE 003 382

*Jennings, Jerry T.*

**Undergraduate Enrollment in Two-Year and Four-Year Colleges: October 1971. Series P-20, Number 236.**

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Jun 72

Note—27p.; Current Population Reports

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.35)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*College Students, *Higher Education, *Statistical Data, *Student Characteristics, Tables (Data)

This report is comprised of a series of tables and charts that examine the characteristics of people aged 14 to 34 who attend 2- and 4-year colleges. Breakdowns are given on such factors as the type of colleges attended, the age and sex of the students, and various socio-economic considerations. The report covers the years 1966 through October 1971. (CS)

**ED 067 972** HE 003 383

**Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 72

Note—66p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W. Washington, D.C. 20006 ($1.75)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Administrative Principles, *Conference Reports, *Educational Administration, *Higher Education, Management, *Management Development

This is the report of a conference sponsored by the Centre for Educational Research and Innovation. The conference discussed the findings of the Centre's 2-year program which attempted to demonstrate how the resource management of universities may be improved through better decisionmaking in the realms of finance, information, human flows, the use of physical plant and academic plans. The 2-year program utilized research and coordinating work conducted by the Centre and a tripartite agreement between the Organization for Economic Cooperation and Development, the member country's relevant government department and the universities themselves. It was found that private business enterprise models could not be directly applied to the university situation. New and practical approaches had to be developed. (Author/CS)

**ED 067 973** HE 003 384

*Shaw, Paul C. Tronzo, Louis A.*

**Community Constraints on Academic Planning: Myths and Realities.**

Pub Date Aug 72

Note—11p.; Paper presented at the Annual Conference of The Society for College and University Planning, Atlanta, August 7, 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Campus Planning, *Community Involvement, *Community Support, Educational Finance, Educational Planning, *Higher Education, Public Support, *School Community Cooperation, *School Community Relationship, Urban Universities

The university is responsible to its surrounding community as well as its internal constituency. The university must consult with community organizations and win their approval for its plans for expansion or face the possibility of delays and financial loss. Urban universities face common problems with surrounding communities when expanding. Community organizations question: the necessity for campus expansion; whether university plans are revealed to the community; university sensitivity to the problems of resident relocation; the failure of the university to include multiuse buildings in its plans; and university efforts to reconcile differences with the community. (Author/CS)

**ED 067 974** HE 003 385

**Delaware Higher Education Survey 1972. Present and Future.**

Delaware State Higher Educational Aid Advisory Committee, Wilmington.; Delaware Univ., Newark. Div. of Technical Services.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Academic Facilities.

Pub Date Jul 72

Note—87p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Enrollment Projections, *Facility Utilization Research, *Higher Education, *Master Plans, Planning (Facilities), State Colleges, Statewide Planning, *Statistical Data

This report covers the results of a four-part survey designed to update the survey "Delaware Higher Education in the Seventies-1971 Update" in the three areas of enrollment projection, space inventory and space utilization. Also examined is the current development of the long-range facilities plan for each campus. The report recommends that the enrollments and facilities surveys should be repeated in 1974-75 and that master plans should be correlated on a statewide basis. (Author/CS)

**ED 067 975** HE 003 386

*Brown, Robert D.*

**Student Development in Tomorrow's Higher Education--A Return to the Academy. Student Personnel Series, Number 16.**

American Coll. Personnel Association, Washington, D.C.

Pub Date 72

Note—56p.

Available from—American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009 ($3.00)

**Document Not Available from EDRS.**

Descriptors—*College Students, Counselors, *Educational Planning, Guidance Objectives, *Higher Education, *Student Development, *Student Personnel Services

This monograph resulted from the initial phase of the American College Personnel Association's project "Tomorrow's Higher Education." The monograph's purposes are to: (1) look at the predictions and proposals being made for higher education in terms of their implications for student development; (2) examine student development research and key concepts to see if they suggest alternatives for the future of higher education that merit more attention than they are being given; and (3) make recommendations for those planning the future of higher education and student personnel programs. The monograph finds that higher education must recognize that excellence in student development should be a primary goal in educational planning. (Author/CS)

**ED 067 976** HE 003 387

*Shaw, Walter B.*

**Communitizing a Residence Hall: One Strategy.**

Pub Date Mar 72

Note—16p.; Speech presented at the National Association of Student Personnel Administrators Conference, Denver, March 1972

**EDRS Price MF-$0.65 HC Not Available from EDRS.**

Descriptors—College Housing, *College Students, Dormitories, *Educational Innovation, *Educational Philosophy, *Higher Education, *Learning, Speeches

Modern colleges can better serve their students if they strive to create a warm community that revolves around education and meets man's basic need for affiliation. The University of Denver is striving to develop community residence halls around the dogma of a philosophical approach to learning. The university has initiated residential programs for students in the empirical or fact-oriented sciences and in the symbolic disciplines. Staff in each of the residence halls consists of several full-time resident directors and a student staff of graduate or undergraduate students in one of the disciplines of interest. [Not available in hard copy due to marginal legibility of original document.] (HS)

**ED 067 977** HE 003 388
**Need for Improved Coordination of Federally Assisted Student Aid Programs in Institutions of Higher Education.**
Comptroller General of the U.S., Washington, D.C.
Report No—GAO-B-164031-1
Pub Date 2 Aug 72
Note—33p.
Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548 ($1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Finance, *Federal Aid, Federal Programs, *Financial Support, *Higher Education, Incentive Grants, Reports, *Student Loan Programs
The General Accounting Office examined coordination among federally assisted student financial aid programs including the National Defense Student Loan, the College Work-Study, Educational Opportunity Grant, and Guaranteed Student Loan programs. Eight institutions were visited. The report recommends that the Secretary of Health, Education and Welfare require institutions of higher education to establish procedures for coordinating assistance provided under Federal student aid programs which require a showing of financial need with any assistance provided under the Guaranteed Student Loan program and other school-administered aid programs. The Secretary should also monitor implementation of the procedures to preclude awarding assistance in excess of students' financial needs. (Author/CS)

**ED 067 978** HE 003 390
**Social Work Education Project. Final Report.**
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.; State Univ. System of Florida, Tallahassee.
Spons Agency—Florida State Dept. of Health and Rehabilitative Services, Tallahassee.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Jun 72
Note—137p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Community Colleges, *Curriculum Development, *Higher Education, Professional Education, Social Welfare, *Social Work, *Statewide Planning
The social work education project is one of several statewide educational planning efforts in Florida designed to link the community college system with the University system and improve the ability of higher education to respond to the manpower needs in social work. The project developed a planning structure designed to evaluate curriculum development and program expansion in Florida. It also delineated educational goals for the different levels of education including the community college, 4-year college, and graduate program. In addition it postulated basic components of a curriculum for all institutions offering associate and baccalaureate degrees in the area of human services and social welfare. Work was also begun in the area of manpower utilization and human services. (Author/CS)

**ED 067 979** HE 003 391
*Boyd, William M., II*
**Access and Power for Blacks in Higher Education.**
Educational Policy Center, New York, N. Y.
Spons Agency—Henry Luce Foundation, New York, N. Y.
Pub Date Jul 72
Note—31p.; A Report on an Educational Policy Center Symposium
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Higher Education, *Minority Role, *Negro Education, *Negro Students, *Race Relations
This is a report on a symposium that discussed the problems of access and power for blacks in predominantly white colleges. It was agreed that more data was needed to improve the position of blacks, and that the problems of blacks must be related to the problems of higher education in general. White institutions tend to have stereotyped images of black students and therefore have stereotyped reactions to black students. Colleges should utilize their experience and proven capabilities in recruiting black students rather than launching completely untried programs. Other needs identified include: improved counseling; reasonable standards; and black recognition that acquisition of skills has priority over institutional change. The Educational Policy Center plans follow-up efforts based on this symposium. (CS)

**ED 067 980** HE 003 392
**Plans Beyond High School: A Report of a Statewide Survey of Florida High School Seniors, Fall 1971.**
Florida State Board of Regents, Tallahassee.
Pub Date Jun 72
Note—71p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Bound Students, College Choice, *Higher Education, *High School Graduates, High School Students, Post High School Guidance, Surveys
In the fall of 1971, 83,137 seniors in the public and private high schools of Florida were administered "Plans Beyond High School," a questionnaire containing items relating to their intended course of action subsequent to graduation. The statistical data presented is based on the responses of 78,601 of the students surveyed. As in the past 3 years, 2 out of every 3 students indicated they planned to attend college upon high school graduation, but there was a light drop in the percentage of students who had such plans. Studies reporting the differences between intended plans cited by the high school seniors in the survey and actual courses of action undertaken after graduation revealed that a higher proportion of white students than black students carry through with their plans for entering a college or university. (Author/CS)

**ED 067 981** HE 003 393
*Baily, Edwin And Others*
**The Report to the President of the University of Missouri from the Task Force on State-Level Coordination and Governance of Higher Education.**
Missouri Univ., Columbia.
Pub Date Jul 72
Note—71p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Coordination, Educational Administration, *Educational Planning, *Governance, *Higher Education, Interinstitutional Cooperation, Literature Reviews, *Statewide Planning
The Task Force reviewed literature relating to coordination and governance of higher education; identified methods used by the 50 states to secure state-wide coordination; developed criteria for evaluating these methods; and used these criteria in conducting 9 case studies. Recommendations for Missouri include the development of a coordinating agency based on a combination of the advisory agency and regulatory system models. This combination can preserve institutional autonomy and diversity while bringing about meaningful coordination among the programs of the separate institutions. (Author/CS)

**ED 067 982** HE 003 394
**[An Affirmative Action Program to Redress Past Inequities and to Establish a Policy of Equal Treatment and Equal Opportunity at the University of Wisconsin for All Women.]**
Wisconsin Univ., Madison.
Pub Date 10 May 72
Note—66p.; A Proposal from the Steering Committee of the Association of Faculty Women to the Administration of the University of Wisconsin (Madison and Extension)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Feminism, *Higher Education, *Sex Discrimination, Women Professors, *Womens Education, *Womens Studies
The Association of Faculty Women's proposals for an affirmative action program were developed by women who have expertise in the areas that are discussed. These areas include: establishment of an office for women; hiring and promotion goals; employment; professional, scientific and specialist academic staff; fringe benefits; university governance; and grievance procedures. Also discussed are education and career development; counseling programs and services; women's studies programs; library services; and physical education and recreation facilities. (CS)

**ED 067 983** HE 003 400
**Report of the Professional Women of Stanford Medical School.**
Stanford Univ., Calif. School of Medicine.
Pub Date Dec 69
Note—53p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Feminism, *Higher Education, Medical Education, *Medical Schools, *Sex Discrimination, *Womens Education, Working Women
This report is concerned with the underrepresentation of women on the faculty and staff of Stanford University's Medical School and it proposes methods to equalize the status of these women and increase the number of women medical students. Included are appendices on recent activities at the university related to the education and employment of women; a selected bibliography on the changing roles of women in work and society; a report on the status of women in Sweden; an article on population policy; a report on women faculty in medical schools; a proposal for a child care center at Stanford; and a proposal for Stanford's Medical Office for Women's Affairs. (CS)

**ED 067 984** HE 003 401
*Barker, Robert L., Ed. Briggs, Thomas L., Ed.*
**Manpower Research on the Utilization of Baccalaureate Social Workers: Implications for Education. Volume II.**
Syracuse Univ., N.Y. School of Social Work.
Spons Agency—Veterans Administration, Washington, D.C.
Pub Date 72
Note—105p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.50, 5100-0051)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Curriculum Development, *Higher Education, *Professional Training, *Social Work, *Social Workers
This report deals with studies on utilization of the baccalaureate-level practitioner in social work. It makes available information on the needs of social work practitioners and social work educators in order that better communication and understanding of each group's needs may be developed. The studies reported on include: "The Midway Project on Organization and Use of Public Assistance Personnel"; the "Study on Staff Utilization in the Foster Family Care Division"; the "Utilization of Social Work Personnel Project"; the "Study on the Use of Social Work Associates"; and the "Project on the Complexity-Responsibility Scale." Also included is a report of a special Task Force on Manpower Utilization organized under the Syracuse University curriculum-building project. (Author/CS)

**ED 067 985** HE 003 402
*Leslie, Larry L.*
**The Rationale for Various Plans for Funding American Higher Education.**
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Report No—18
Pub Date Jun 72
Note—43p.
Available from—Center for the Study of Higher Education, 101 Rackley Bldg., The Pennsylvania State University, University Park, Pennsylvania 16802
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Finance, *Federal Aid, *Financial Support, *Higher Education, State Aid, *Student Costs, Student Loan Programs
This document discusses the various methods that might be used in funding higher education, with special emphasis on access to colleges and universities as related to educational finance. There are two major theories regarding the funding of higher education. The first is the individual benefits theory. Those who represent this theory claim that the individual student is the primary beneficiary of the education and therefore that the student should absorb most of the costs of getting an education. Those who support the second theory, the societal benefits theory, claim that society is the main beneficiary of higher education and that society should, therefore, be responsible for the financial burdens. The author agrees with the latter theory and feels that in order for access to higher education to be truly equal to all persons, society and not the individual must bear the major portion of education costs. (HS)

**ED 067 986** HE 003 406
**A Price Index for Deflation of Academic R&D Expenditures.**

National Science Foundation, Washington, D.C.
Report No—NSF-72-310
Pub Date 72
Note—38p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.25, 3800-00122)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Costs, Educational Finance, *Educational Research, Financial Problems, *Financial Support, *Higher Education, Research, Research and Development Centers, *Scientific Research, *Statistical Data

This study relates to price trends affecting research and development (R&D) activities at academic institutions. Part I of this report provides the overall results of the study with limited discussion of measurement concepts, methodology and limitations. Part II deals with price indexes and deflation-general concepts and methodology. Part III discusses methodology and data base and Part IV describes alternative computations and approaches. Statistical tables and charts are included. (Author/CS)

**ED 067 987** HE 003 407
*Schon, Mathias J. Weakley, Wanda P.*
**Resident and Off-Campus Enrollment. Virginia State-Controlled Institutions of Higher Education--1971-72.**
Virginia State Council of Higher Education, Richmond.
Pub Date Jul 72
Note—208p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—College Students, *Enrollment, Enrollment Rate, *Higher Education, Nonresident Students, *Resident Students, *State Colleges, State Universities, *Statistical Data

This document presents the annual report on head-count and full-time-equivalent students enrolled for credit in Virginia's state-controlled institutions of higher education. The figures and tables summarize student enrollments for individual institutions, for groups of institutions (2-year and 4-year), and for all state-controlled institutions for the year 1971-72. Section 1 presents analysis of the resident head-count and full-time-equivalent enrollments, and section 2 presents analysis of the off-campus course offerings and enrollments and the full-time-equivalent off-campus enrollments. (Author/HS)

**ED 067 988** HE 003 408
**Salaries Paid and Salary-Related Practices in Higher Education, 1971-72.**
National Education Association, Washington, D.C. Research Div.
Pub Date 72
Note—115p.
Available from—Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—College Administration, *College Faculty, College Teachers, *Higher Education, *Professors, *Salaries, *Statistical Data, Statistical Surveys, Teacher Welfare

This tenth biennial survey of salary conditions in higher education identifies the status and trends of salaries and related practices among the various types of institutions of higher education during 1971-72. Areas covered include: salaries of instructional personnel in 4-year institutions; salary-related policies in colleges and universities; selected staffing practices in 4-year institutions; summer-session practices in 4-year institutions; salaries paid to administrative officers in 4-year institutions; salaries paid to instructional personnel in 2-year institutions; salary-related policies in 2-year institutions; selected staffing practices in 2-year institutions; summer employment opportunities in 2-year institutions; and salaries paid to administrative officers in 2-year institutions. (Author/CS)

**ED 067 989** HE 003 410
*Burt, Samuel M. Striner, Herbert E.*
**The External Degree and Higher Education in the United States: An In-Depth Overview as the Basis for a Non-Radical Independent Studies Program for an Urban University.**
Pub Date Mar 72
Note—86p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Students, Degree Requirements, *Educational Innovation, *Equivalency Tests, *Experimental Programs, *Higher Education, *Special Degree Programs, Urban Universities

This report discusses the various interpretations of the external degree concept, its potential impact on American higher education, and how an urban university may expand and improve its delivery systems to a larger variety of student populations on a sound financial basis. Areas covered include: prospective students; experience with home study courses; credit toward a college degree for life experience and/or through the nationally standardized examinations of the College Level Examination Program; institutions that should offer the external degree; nontraditional practices in American universities; and faculty attitudes toward external degree programs. (Author/CS)

**ED 067 990** HE 003 412
*Koontz, Elizabeth Duncan*
**Plans for Widening Women's Educational Opportunities.**
Department of Labor, Washington, D. C. Women's Bureau.
Pub Date 13 Mar 72
Note—14p.; Paper presented at the Wingspread Conference on Women's Higher Education: Some Unanswered Questions, Racine, Wisconsin, March 13, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Education, Experimental Programs, *Feminism, *Higher Education, *Sex Discrimination, Special Degree Programs, *Womens Education

This paper focuses on nonlegal plans for promoting women's educational opportunities and for overcoming institutional and psychological constraints that are discriminatory. The areas covered in this discussion include: continuing education programs; the open university and external degrees; education for "nontraditional professions"; career education; emerging occupations; and attitudinal changes. The author believes that all levels and many aspects of education must be involved if changes are to be made in women's educational opportunities. (Author/CS)

**ED 067 991** HE 003 416
**PERT and CPM: Workshop Material.**
Burroughs Corp., Detroit, Mich.
Pub Date [72]
Note—35p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Administrator Guides, *Educational Administration, *Higher Education, Information Systems, *Management Information Systems, *Management Systems

This is a workbook containing problems in PERT (program evaluation review technique). It is intended to be used in a workshop or classroom to train management personnel in the basic methodology and capability of PERT. This material is not adequate in depth to create an expert in these techniques, but it is felt that the material is adequate to provide a working understanding of the methodology as a management tool. It is assumed that this workbook is used under the guidance of an experienced instructor. (Author)

**ED 067 992** HE 003 417
*Morris, Edward P., Jr.*
**Do-It-Yourself Critical Path Method.**
Georgia Univ., Athens. Center for Management Systems.
Report No—TIPS-R-69-1
Pub Date Aug 69
Note—11p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Costs, Educational Administration, *Higher Education, Job Analysis, *Job Development, *Management Systems, Planning, *Systems Analysis, Task Analysis, Work Simplification

This report describes the critical path method (CPM), a system for planning and scheduling work to get the best time-cost combination for any particular job. With the use of diagrams, the report describes how CPM works on a step-by-step basis. CPM uses a network to show which parts of a job must be done and how they would eventually fit together to complete the entire job. These parts of a job are called activities. At the beginning and end of each activity there is a numbered event. The major benefit of CPM is seeing all of the related things required to complete a job being put down on paper in the order in which they must be done. (Author/CS)

**ED 067 993** HE 003 418
*Penn, Nolan Miracle, Marvin P.*
**Final Report of the Afro-American Studies & African Studies Summer Institute for College Teachers.**
Wisconsin Univ., Madison.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.
Report No—NIH-90-9600
Pub Date [70]
Note—50p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*African American Studies, College Faculty, *College Teachers, Cultural Education, *Higher Education, *Negro Education, *Summer Institutes

The summer institute program was designed to provide basic training in Afro-American and African studies for teachers from midwestern colleges and universities to meet the severe teacher shortage in these subjects. Content knowledge and attitudes were emphasized more than teaching skills. The 40 participants were instructed in Afro-American and African studies and were assisted in building their own programs of study. They were also made aware of available teaching resources, such as bibliographies, audio-visual materials and consultants. Characteristics of the participants and their evaluations are included in this report. (Author/CS)

**ED 067 994** HE 003 419
*Bolin, John G.*
**Management Information Systems for Developing Colleges. Final Report for the Education Professions Development Act Special Training Program.**
Georgia Univ., Athens. Inst. of Higher Education.
Pub Date 16 Aug 71
Note—33p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Data Collection, *Educational Administration, *Higher Education, Information Retrieval, *Information Systems, *Management Information Systems, *Management Systems

This program was designed to provide basic training for institutional researchers and administrative personnel from small and intermediate colleges in the development and implementation of effective information systems. Three purposes were identified: to assist participants in (1) understanding the basic concepts underlying management information systems; (2) becoming familiar with modern planning techniques and good data collection procedures; and (3) developing feasible storage and retrieval systems for their home institutions. The program included three and one-half days of instruction at the University of Georgia and on-site visits to the participants' institutions, where conferences were held with administrators concerning progress toward the development of an information system. (Author/CS)

**ED 067 995** HE 003 420
*Strong, Frank R. And Others*
**Director's Evaluation Report on the Law Teaching Clinic of 1971.**
Association of American Law Schools, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—Proj-69-0657-1
Pub Date [72]
Note—443p.
**EDRS Price MF-$0.65 HC-$16.45**
Descriptors—*Higher Education, *Institutes (Training Programs), *Law Instruction, Law Schools, Professional Occupations, *Professional Training, Professors, Teacher Education, *Teacher Improvement

The Law Teaching Clinic was held at the University of Wisconsin in 1971 and sponsored by the Association of American Law Schools. Law teachers attending the clinic were chosen because of their limited law teaching experience; their willingness to read the advance materials and spend three weeks at the clinic; and the approval of the dean of their law school. The first two weeks of the clinic were devoted to analysis of the teaching-learning operation through lecture, discussion and demonstration, followed by three days of direct experience with supervised

practice teaching. The last week was devoted to issues in legal education (student-teacher interaction and the educative elements in law). The book of readings for the clinic accompanies the report. (Author/CS)

**ED 067 996** HE 003 421
*Wells, Robert N.*
**Short-Term Training Program. The American Indian Student in Higher Education.**
Saint Lawrence Univ., Canton, N. Y.
Pub Date [71]
Note—73p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—American Indian Culture, *American Indians, College Faculty, *College Students, Disadvantaged Youth, *Educational Programs, *Higher Education, *Student Needs, Student Problems, Teacher Evaluation

The participants in the Training Program on the American Indian Student had 4 major objectives: (1) to obtain a working knowledge of Indian values, culture, unique historical experience in our society and contemporary problems; (2) to develop an attitude of respect and concern for Indian life styles and for the Indian student's need to preserve them, and to preserve his own cultural identity within the dominant non-Indian culture; (3) to develop skills in recognizing the myriad of problems facing the Indian as an applicant to college and as a student striving toward a successful college experience; and (4) to develop programs to meet these problems with solutions compatible with the Indian student's goals. This document presents a general outline and evaluation of the program. Several needs of the program are identified: (1) more Indian registrants; (2) a full-time Administrative Assistant; (3) on-campus living; (4) advanced reading and preparation by registrants; (5) more emphasis on contemporary problems; and (6) workshops. Strengths and weaknesses of the program are listed. It was concluded that the time and money invested in the training program achieved maximum benefits for the participants. (Author/HS)

**ED 067 997** HE 003 423
*Rosenwood, Linda M. Lunneborg, Patricia W.*
**Women in Continuing Education.**
Washington Univ., Seattle. Bureau of Testing.
Pub Date Aug 72
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adult Education, Career Planning, Changing Attitudes, Evaluation, *Feminism, *Higher Education, *Student Attitudes, Student Characteristics, Testing, *Womens Education, *Womens Studies

This evaluative research project represents an attempt to assess the effects the University of Washington's women's continuing education program has upon participants. Brief instruments to measure self-image, attitudes toward women, problem-solving ability and career orientation were constructed and administered to registrants and nonregistrants who served as controls. The program's impact was limited to a significant rise in self-esteem. Methodological difficulties (low test reliability, small sample size, etc.) may account for the lack of other differences, but it is suggested that the program reconsider its goals and how to accomplish them more effectively. (Author/CS)

**ED 067 998** HE 003 424
**The College Handbook: A Comprehensive Guide to More Than 2,000 Two-Year and Four-Year Colleges.**
College Entrance Examination Board, New York, N.Y.
Pub Date 72
Note—1,983p.
Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (HC only)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Admission (School), *College Admission, *College Choice, *College Placement, *Higher Education

The 1972 Handbook includes, for the first time, 2- and 4-year colleges that are not members of the College Board and do not use its tests and other services. The listing for each college includes: a brief general description; information concerning curriculum; admissions and student life; annual expenses; financial aid programs; and the addresses of the admissions officers. (Author/CS)

**ED 067 999** HE 003 425
*Runnalls, James J. And Others*
**[Training Program for Retirees from Industry Planning to Teach in Junior Colleges or Technical Institutes. Director's Evaluation Report.]**
Stout State Univ., Menomonie, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—NIH 90-7921
Pub Date [70]
Note—51p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, *Higher Education, *Professional Continuing Education, Program Evaluation, *Retirement, Summer Institutes, *Teacher Education, Technical Education, Vocational Education Teachers

The Training Program for Retirees was a program operating during the summer of 1970 that trained persons retired from industry and the military to teach the technical skills that they had learned in their years of working. The courses included in the training program were: Methods of Teaching, Philosophy of Vocational-Technical Adult Education, Educational Evaluation and Educational Psychology. Selection of participants was based on: (1) current position; (2) age (generally for persons over 50 years); (3) recommendations from the applicant's latest supervising officer; and (4) degrees (a minimum of a bachelor's degree or the equivalent in coursework was required). The participants in the program felt that they were much better prepared to enter the classroom as teachers and that the program as a whole was a great success. (HS)

**ED 068 000** HE 003 426
*Krekel, Edward F.*
**[Educational Management and Faculty Sensitivity Institute. Director's Evaluation Report.]**
Penn Valley Community Coll., Kansas City, Mo.
Pub Date [70]
Note—26p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Disadvantaged Youth, *Higher Education, Minority Groups, *Minority Group Teachers, *Program Evaluation, *Summer Institutes, *Teacher Education, Urban Culture

The objective of the faculty training program was to sensitize a basically upper middle class suburban faculty to the environments, backgrounds and life styles of the diverse subcultures and minority groups of the inner city who contribute increasing numbers of students to the urban community college. It is felt that through broadened knowledge the faculty participants would develop attitudinal changes and more understanding of these diverse groups and their methods of learning. The major objectives of the program were to teach the participants how to develop instructional methods cognizant of students with these backgrounds and curricula more relevant to the needs of minority students, resulting in more effective instruction and in an institution more sensitive and useful to its community. In this case, development of knowledge is seen as the first step in a progression of attitude, method and skill development, leading to the greater total effectiveness of individual participants and institution. (Author/HS)

**ED 068 001** HE 003 427
*Kates, Robert J., Jr.*
**1969 Institute for Financial Aid Administrators Evaluation Report.**
Framingham State Coll., Mass.
Report No—69-0729
Pub Date [69]
Note—54p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administrative Personnel, *Administrator Education, *Disadvantaged Youth, Educational Administration, *Educational Finance, Financial Needs, Financial Problems, *Higher Education, *Management Development

This institute was designed to develop in participants attitudes that are student-oriented and reflect a sensitivity to the social, educational, cultural and financial problems that are particularly acute for minority/poverty students. The program also attempted to provide participants with a working knowledge of funding sources, program regulations, legislation and management principles to enable them to develop and administer effective aid programs. Participants had little or no financial aid administration experience but were currently employed or would be employed as financial aid administrators. The program included: classroom teaching, case studies, independent reading, field trips and campus visits. A follow-up study is being conducted to determine the program's success by measuring increases in per capita requests for Federal student financial aid funds at the participating institutions. (Author/CS)

**ED 068 002** HE 003 428
*Runnalls, James J. And Others*
**[Pre-Service Teacher Recruitment, Training & Placement for Professional Personnel Retiring from Industry. Director's Evaluation Report.]**
Stout State Univ., Menomonie, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—NIH-90-7921
Pub Date [69]
Note—71p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, *Higher Education, *Professional Continuing Education, Program Evaluation, *Retirement, Summer Institutes, *Teacher Education, Technical Education, Vocational Education Teachers

The major objectives of the Pre-Service Teacher Recruitment Program, in operation during the summer of 1969, were: (1) to recruit early retirees from industry and the military who possessed a technical competence to take the necessary courses in the art and science of teaching to prepare for a second career in teaching; and (2) to develop a data center that will provide information on job opportunities available in the junior colleges and technical institutes of the U.S. Participants were enrolled in 5 courses that are used as the basis for vocational certification in the State of Wisconsin: Methods of Teaching, Philosophy of Vocational-Technical-Adult Education, Education Evaluation, Guidance, and Psychology of Teaching. Selection of participants was based on: (1) current position; (2) age (generally for persons over 50 years); (3) recommendations from the applicant's latest supervising officer; and (4) degrees (a minimum of a bachelor's degree or the equivalent in coursework was required). The participants in the program felt that they were much better prepared to enter the classroom as teachers and that the program as a whole was a great success. (HS)

**ED 068 003** HE 003 431
*Tiemann, Ernest F.*
**Director's Evaluation Report. Higher Education Media Institute. The University of Texas at Austin. June 2-July 11, 1969.**
Texas Univ., Austin. Visual Instruction Bureau.
Report No—NIH 84-8908
Pub Date [69]
Note—43p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Administrator Education, *College Faculty, *Higher Education, *Institutes (Training Programs), Junior Colleges, *Media Specialists

This report describes an institute designed for administrators and teachers from junior colleges and lower divisions of senior colleges. Participants were taught to restructure their courses, using media as an integral part of the program. The institute's program included 5 major areas, culminating in an institutional plan to effect instructional improvement. These areas were: theory of learning; graphics production; projected media production; instructional systems design and facilities design. Reactions to the institute program were favorable. (Author/CS)

**ED 068 004** HE 003 436
**Empire State College. The Non-Residential College of the State University of New York. Bulletin 1971-72.**
State Univ. of New York, Saratoga Springs. Empire State Coll.
Pub Date [71]
Note—76p.
Available from—Empire State College, Coordinating Center, Saratoga Springs, New York
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Curriculum Development, Degree Requirements, *Educational Innovation, *Ex-

perimental Colleges, Experimental Programs, *Higher Education, *Nonresidential Schools, *Special Degree Programs

The bulletin of Empire State College, New York's non-residential college, describes the organization of the decentralized college, its educational philosophy and innovative educational program. The College's plan calls for a network of regional learning centers located within reasonable commuting distance for most New York state residents. Students and their Mentors work out individualized programs of study that are developed through a series of learning contracts. The contracts last for about 3 months. The student's work is evaluated and a new contract is developed. The amount of time needed for award of a degree depends upon the student's previous educational background and experience. (CS)

**ED 068 005** HE 003 442

*Blackburn, Robert T.*

**Tenure. Aspects of Job Security on the Changing Campus.**

Southern Regional Education Board, Atlanta, Ga.

Report No—Res Monogr 19

Pub Date Jul 72

Note—65p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 ($2.25)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Standards, *Collective Bargaining, *College Faculty, Faculty Evaluation, Faculty Promotion, *Higher Education, *Professors, Teacher Welfare, *Tenure

This report discusses criticism of academic tenure and examines the literature that supports or refutes these criticisms. The author finds current tenure practices result in a collective faculty that will age over time and that the percentage of tenured faculty will increase markedly. But he also concludes that studies of faculty adaptability and productivity show that these qualities are not impaired by tenure status. Court decisions affecting tenure and faculty collective bargaining are also briefly discussed. (Author/CS)

**ED 068 006** HE 003 443

*Stoll, Clarice S.*

**The Non-Course: Innovation in the Undergraduate Curriculum.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—59

Bureau No—BR 6-1610

Pub Date Feb 70

Grant—OEG-2-7-061610-0207

Note—28p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Curriculum Development, *Educational Innovation, *Experimental Programs, *Higher Education, Interdisciplinary Approach, *Relevance (Education), Student Developed Materials

Both students and social scientists criticize the American educational system because (1) course content is not presented in a manner relevant to real-world situations and (2) course structures typically have characteristics that inhibit rather than promote individual motivation to learn. This case study describes a student-originated course entitled "Research and Its Relevance for Society." The speakers consisted of guest lecturers from throughout the university. The course format introduced atypical procedures into the curriculum: non-required reading, required attendance, minimal grading, no exams and unconventional written assignments. Student participation and interest was high. The success of the course suggests the need for additions to the standard undergraduate curriculum as well as a reevaluation of our teaching methods and aims in standard courses. (Author)

**ED 068 007** HE 003 444

*Stickney, Patricia J.*

**Student Participation in Decision Making in Graduate Schools of Social Work in Higher Education.**

Council on Social Work Education, New York, N.Y.

Pub Date 72

Note—188p.

Available from—Council on Social Work Education, 345 East 46th Street, New York, N.Y. 10017 ($4.40)

**Document Not Available from EDRS.**

Descriptors—College Administration, *Decision Making, Educational Administration, Governance, *Graduate Study, *Higher Education, Social Work, *Student College Relationship, *Student Participation

This volume includes articles on the subjects of student participation in decisionmaking in social work schools and in higher education. Also included is a selected annotated bibliography on student participation. (CS)

**ED 068 008** HE 003 445

*Foxley, Cecelia H.*

**Recruiting Women and Minority Faculty: An Information Handbook.**

Iowa Univ., Iowa City.

Pub Date [72]

Note—46p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Civil Rights, *College Faculty, *Equal Opportunities (Jobs), *Feminism, *Higher Education, Minority Group Teachers, Women Professors, Working Women

This handbook provides information on recruiting women and minority group candidates for faculty positions. The first 3 sections give a brief overview of the laws and regulations regarding equal employment opportunity, outline some affirmative action guidelines for recruiting staff, and respond to questions related to affirmative action and equal employment opportunity. The last 2 sections provide information on recruiting women faculty (percentages of women doctorates in the various fields, locations of women graduate students in the last stages of completing graduate degrees, and names and addresses of women's caucuses, committees and professional associations), and recruiting minority faculty (minority enrollments in graduate schools, predominantly black colleges and universities, and national minority group organizations). (Author/CS)

**ED 068 009** HE 003 446

**College: Who Needs It?**

Bureau of Labor Statistics (DOL), New York, N. Y.

Pub Date 71

Note—26p.

Available from—Mr. Herbert Bienstock, Regional Director, U.S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Avenue, New York, New York 10001

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Employment Opportunities, Employment Patterns, *Employment Trends, *Higher Education, *Job Market, Jobs, Labor Economics, *Labor Market, Manpower Utilization, *Statistical Data

This Department of Labor report presents tables that describe future manpower needs and examine the changing nature of the labor force. Areas covered include: age distribution; job opportunities available; future growth; level of education of future labor force; educational differences between black and white labor force; and estimated lifetime earnings based on level of education. (CS)

**ED 068 010** HE 003 447

**Job Opportunities for College Graduates in the 1970's.**

Bureau of Labor Statistics (DOL), New York, N. Y.

Pub Date Nov 71

Note—28p.

Available from—Mr. Herbert Bienstock, Regional Director, U.S. Department of Labor, Bureau of Labor Statistics, 341 Ninth Avenue, New York, New York 10001

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*College Graduates, Employment Opportunities, Employment Patterns, Employment Trends, *Higher Education, *Job Market, Jobs, *Labor Market, *Manpower Needs, Manpower Utilization

This Department of Labor report presents tables that describe manpower needs for college graduates. Some of the areas covered are: age distribution of the labor force; employment by occupation; employment for black men; and projected job openings for college graduates and projected entrants. (CS)

**ED 068 011** HE 003 448

*Havice, Doris W.*

**[Report on the Summer Institute on the Teaching of Humanities at Miles College in 1969.]**

Miles Coll., Birmingham, Ala.

Spons Agency—Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.

Pub Date [70]

Contract—69-0070

Note—33p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Curriculum Development, *Higher Education, *Humanities Instruction, Liberal Arts, Minority Groups, Negro Colleges, *Negro Education, Negro Students, Negro Teachers, *Summer Institutes

The director's report on the Summer Institute on the Teaching of the Humanities held at Miles Colleges in 1969 is presented. The Institute's objectives were to: (1) present to teachers of the humanities, particularly in the 8 predominantly Negro colleges in Alabama, the importance and the content of black humanities as they have developed to the present and to promote changes in the curricula in black colleges to meet student demands for a more relevant program of studies; (2) change attitudes of teachers toward the black humanities; and (3) stimulate the teachers' creativity in the various arts. Forty college and high school teachers and college students participated in the program. The Institute was judged most successful in promoting attitude changes. Also included are reports from the workshops on curriculum, dance, and music, and a position paper from the teachers in the program. (Author/CS)

**ED 068 012** HE 003 451

*Tamminen, Paul G.*

**"Powerlessness Corrupts."**

American Council on Education, Washington, D.C.

Pub Date Sep 69

Note—29p.; A Report on the U.S. National Student Association National Congress (22nd), August 1969

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Activism, *College Students, Governance, *Higher Education, Racism, Student Attitudes, *Student College Relationship, Student Government, *Student Opinion, *Student Organizations, Student Role

This is a report on the general nature of student concerns and activities as reflected by the 1969 National Student Association Congress. The author interprets past and present trends and occurrences rather than summarizing the activities of the congress. The topics covered include: student power (governance structures); legal rights; confrontation politics; militarism in American life and education; black issues and anti-racism; and educational reform. (Author/CS)

**ED 068 013** HE 003 453

**[Preliminary Report of the Educational Program at Oberlin College.]**

Oberlin Coll., Ohio.

Pub Date Sep 71

Note—71p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Bachelors Degrees, *Curriculum Development, Curriculum Evaluation, *Educational Change, Educational Improvement, *Higher Education, Institutional Role, Interdisciplinary Approach, Liberal Arts, Music Education

Part A of the Education Commission's report presents materials that provide background and general support for its recommendations concerning various aspects of Oberlin's educational program. It discusses change in higher education and goals that may be associated with the College. It believes that Oberlin should seek internal agreements on the means by which the values of educational excellence and cultural diversity can best be advanced and should seek students and faculty members in ways consistent with these agreements. The Commission also examines the significance of a B.A. degree from the College. Part B of the report deals with specific proposals for reform in the areas of curriculum, structure, evaluation and environment. These reforms are intended to increase Oberlin's flexibility. (Author/CS)

**ED 068 014** HE 003 454

**[Proposals for Change in the Educational Program at Oberlin College.]**

Oberlin Coll., Ohio.

Pub Date Nov 71

Note—44p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Degree Requirements, Educational Change, *Educational Innovation, *Higher Education, *Residence Requirements, Student Costs, Student Welfare, *Teaching Load, Tuition

Oberlin's Education Commission recommendations for curriculum reform, degree requirements, evaluation, environment, and structure are contained in this document. The Commission is made up of faculty, students and administrative officers. Among the changes proposed are: the abolition of subject-matter, language and physical education requirements for the Bachelor of Arts degree; the abolition of residence requirements; changes in faculty and student workloads; and changes in tuition arrangements for students. (CS)

**ED 068 015** HE 003 455

*Koren, Claudine Schweber*

**Student-Designed Curricula: The Graduate and Professional School Reaction.**

Pub Date 72

Note—16p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Admission (School), *Admission Criteria, *Experimental Programs, *Higher Education, Professional Education, Program Evaluation, Relevance (Education), *Student Centered Curriculum

In the spring of 1969 a new major program was begun at the State University of New York at Buffalo in which students were allowed to design their own majors if they elected to do so. All majors were to be approved by 2 faculty members and a Special Major Committee. The question arose as to how graduate and professional schools would react to this major program when considering a student for admission. It was found through a survey of the 58 graduate departments and professional schools at SUNY-Buffalo that the student who designs his own program will be accepted to a graduate department or professional school provided he can initially compete with others on standardized measurements (grade average, letters of recommendation, standardized exams), and he documents his worth and that of his endeavor to the admissions personnel. Most graduate departments and professional schools are only beginning to perceive the differences between student-designed programs and university-designed ones. Thus, they are somewhat hesitant, the sciences slightly more so, to embrace these new, less conventional programs. (HS)

**ED 068 016** HE 003 457

*Brewster, Kingman, Jr.*

**The Report of the President.**

Yale Univ., New Haven, Conn. Office of the President.

Pub Date 28 Aug 72

Note—20p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Academic Freedom, Chief Administrators, College Faculty, Disadvantaged Youth, *Economic Disadvantagement, Educational Finance, Financial Problems, *Higher Education, Professors, *Tenure, *Tuition Grants

Two major policies that are followed at Yale University are discussed by its president in this document. The first is that policy of accepting all qualified students into Yale College, regardless of ability to pay. This policy has met in the past with great controversy in light of the financial problems that higher education institutions all over the U.S. are facing. However, it is felt that the high academic standards of the College would of necessity be lowered if only those students who are able to pay the high tuition are to be granted admission. In addition, it is felt that such a policy helps to perpetuate the great American dream that any person with potential, regardless of financial background, may rise as far as his ability allows. The other policy defended in this paper is that of granting tenure to senior professors at the University. Arguments have arisen concerning this policy on the grounds that tenure promotes laziness in professors and keeps younger persons with more advanced ideas from joining the teaching profession. It is felt at Yale, however, that those professors granted senior status have been so carefully screened before they are tenured that the University can be certain that tenure will not breed laxity. In addition, the presence of tenure promotes academic freedom that can be achieved in almost no other way. (HS)

**ED 068 017** 24 HE 003 458

*Miller, James W.*

**Male Student Success in the Collegiate Early Admission Experiment. Final Report.**

Hawaii Univ., Honolulu.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0834

Pub Date Aug 68

Contract—OEC-2-10-102

Note—210p.

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—Able Students, *Accelerated Programs, Admission (School), *College Students, *Early Admission, Gifted, *Higher Education, *Talented Students

In 1951, 240 high school students with great academic promise interrupted their high school careers after completion of the 10th grade in order to enter college through an early admissions program. This document presents a follow-up study of these students, 213 of whom were males, and 252 other students who entered college in the conventional manner at the same time. The major objectives of the study were: (1) to examine the long-range effects of academic acceleration; and (2) to evaluate a large scale innovation of this type in education. The general conclusion concerning the effects of acceleration on students is that these students had accepted the opportunity offered by early admission to college and capitalized on it to accelerate the development of careers with minimum observable ill-effects both during and after college. As a large scale innovation in education, the Early Admission Program lacked 3 fundamental characteristics: a clear direction; a well-conceived research design; and a sound public relations program. (HS)

**ED 068 018** HE 003 459

*Krech, Alan S. And Others*

**Report of the Committee on Transfer of Credit from Technical Education Centers.**

South Carolina State Committee for Technical Education, Columbia.

Pub Date [72]

Note—3p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Associate Degrees, *Credit Courses, Credits, Free Choice Transfer Programs, *Higher Education, *Technical Institutes, *Transfer Policy, Transfers

The Committee on Transfer of Credit from Technical Education Centers recommends that 4-year colleges and universities in South Carolina accept all associate degree credits from accredited technical education centers. It is further recommended that degree credit be given for those courses that are comparable to courses offered on the 4-year campus, and that elective credit be awarded where no equivalent courses can be found. (HS)

**ED 068 019** HE 003 460

**Some Problems of the Development of Higher Education in Europe.**

Ministry of Education and Cultural Affairs (Belgium).; Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 69

Note—409p.

**EDRS Price MF-$0.65 HC-$16.45**

Descriptors—*Educational Change, Educational Finance, *Educational Planning, *Enrollment Trends, Financial Problems, *Higher Education, *International Education, Manpower Needs

This publication is an account of a Seminar on the Development of Higher Education which was organized and financed conjointly by the Belgian Ministry of Education and Cultural Affairs and the Directorate for Scientific Affairs of the Organization for Economic Co-operation and Development. Presentations at the seminar centered around the problems of long-term development of higher education; the structural reforms in higher education; methods of forecasting the number of students; forecasts of manpower requirements; and the cost and financing of higher education. (HS)

**ED 068 020** HE 003 461

**Certification in Allied Health Professions. 1971 Conference Proceedings.**

Association of Schools of Allied Health Professions, Washington, D. C.

Spons Agency—Public Health Service (DHEW), Washington, D. C. Div. of Allied Health Manpower.

Pub Date [71]

Note—116p.; Proceedings of the Invitational Conference on Certification in Allied Health Professions held at University of Maryland Continuing Education Center, Sept. 7-10, 1971

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Certification, Conference Reports, *Educational Certificates, *Health Occupations, *Health Occupations Education, *Higher Education, Professional Education

This document presents the proceedings of a conference whose objectives were: (1) to identify the interrelationship of certification, licensure and accreditation in the allied health professions; (2) to describe current practices and consider their advantages and disadvantages in light of public and professional needs; (3) to consider the purposes and effectiveness of certification in the allied health professions; (4) to identify general principles and policies used in the development and application of certification standards; and (5) to explore methods for increasing efficiency and economy in the certification process. (Author/HS)

**ED 068 021** HE 003 462

*Sweet, David E.*

**Minnesota Metropolitan State College: A New Institution for New Students.**

Pub Date 21 Jul 72

Note—40p.; Paper presented at the 21st Annual Southern Regional Educational Board Legislative Work Conference, New Orleans, July 21, 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—College Faculty, *Curriculum Development, *Educational Improvement, *Educational Innovation, *Higher Education, Innovation, *Upper Division Colleges, Urban Education

Minnesota Metropolitan State College has recently been established as one of the few upper level colleges (colleges offering only junior, senior and graduate level courses) in the U.S. Just about every aspect of MMSC is unique. (1) Planning and operation of the institution have been simultaneous from the outset. (2) There is only 1 main coordinating center for the college with classes being held everywhere from museums to the streets. (3) The average age student at MMSC is 33. (4) Credit is given and accepted at MMSC for life experiences other than formal courses. (5) A majority of the faculty are persons in the metropolitan community who work full-time at jobs other than teaching, and minimal emphasis is put on academic credentials and teaching experience. (6) Degrees and other credentials are awarded on the basis of demonstrated competence rather than on the basis of grades and papers. (7) The curriculum is urban oriented and students are allowed to design their own programs of study within this framework. (8) All students, faculty, staff and administrators participate in college governance through the College Assembly. (HS)

**ED 068 022** HE 003 463

*Sweet, David E.*

**The Implications of Minnesota Metropolitan State College for Black Higher Education.**

Pub Date Jun 72

Note—10p.; Paper presented at the conference on "Curriculum Change in Black Colleges," Dallas, June 12-23, 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Curriculum Development, Educational Improvement, *Educational Innovation, *Higher Education, Interdisciplinary Approach, *Negro Colleges, *Negro Education, *Upper Division Colleges

This document describes the innovative approach that Minnesota Metropolitan State College, a recently established upper level college, has developed. It is felt that many of the aspects of the MMSC plan can be beneficial to planners

in black colleges across the U.S. See also HE 003 464. (HS)

**ED 068 023** HE 003 464
*Crowson, James L. And Others*
**An Innovative Academic Plan for an Upper Level University.**
Texas Univ., Dallas.
Pub Date [72]
Note—10p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Cluster Colleges, Core Curriculum, *Curriculum Development, Educational Improvement, *Educational Innovation, *Higher Education, Integrated Activities, *Interdisciplinary Approach, *Upper Division Colleges

The University of Texas at Dallas is one of the 7 new upper level colleges and universities (institutions offering only junior, senior and graduate level programs) recently established in Texas. A curriculum plan has been devised at the University that provides a unique combination of program budgeting, interdisciplinary activity with no sacrifice of disciplinary rigor and integrity, and undergraduate cluster college features. The combination is designed to: (1) avoid the negative aspects of mass education; (2) insure wholeness of learning; (3) provide an intellectual community; and (4) insure solid grounding of the student in the basic disciplines of his curriculum. (Author/HS)

**ED 068 024** HE 003 465
**Precis of the Academic Plan.**
Texas Univ., Dallas.
Pub Date [72]
Note—23p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Cluster Colleges, Core Curriculum, *Curriculum Development, Educational Improvement, *Educational Innovation, *Higher Education, Integrated Activities, *Interdisciplinary Approach, *Upper Division Colleges

This document presents a summary of the academic plan of The University of Texas at Dallas, a recently established upper level university (institution offering only junior, senior and graduate level programs). The document describes the academic organization of the University, the undergraduate programs, the graduate programs, the research policy and programs, and the administrative organization of the University. See also HE 003 464. (HS)

**ED 068 025** HE 003 466
*Spence, T. L.*
**Innovations in Upper Level Universities.**
Pub Date 3 Mar 72
Note—8p.; Speech presented at the Annual Meeting of the Association of Upper Level Colleges and Universities, Dallas, March 3, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Improvement, *Educational Innovation, *Higher Education, Innovation, *Upper Division Colleges
Identifiers—*Florida International University

Florida International University, a new upper level institution offering only junior, senior and graduate courses, is seeking to be innovative in many ways. Communications are of great importance to the University, and to enhance communication with the outside world, several pamphlets and papers are circulated periodically to explain the progress and status of the University. In addition, faculty units have been structured so that each applicant may have a counseling contract on campus before he applies. In the area of student services, application fees are waived for certain students, a computer preregistration process is being developed, and a single University Senate composed of equal numbers of students, faculty and administrators is being proposed. The University is one of the few institutions that has been operating on a computerized accounting basis from the first day of planning operation, and this has aided in planning the 2 flexible-space academic buildings that are estimated to have saved the state $5 million. In academic affairs, a credit/no credit grading system is proposed, the foreign language requirement has been dispensed with, and a performance based curriculum is presently being designed. (HS)

**ED 068 026** HE 003 467
*Reed, Bevington*
**Special Funding Formula for State-Supported Upper-Level Institutions.**
Pub Date 2 Mar 72
Note—8p.; Paper presented at the Annual Meeting of the Association of Upper Level Colleges and Universities, Dallas, March 2, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cost Effectiveness, *Educational Economics, Educational Finance, Educational Planning, *Higher Education, Program Budgeting, *Resource Allocations, *Upper Division Colleges

Upper level colleges, those institutions offering only junior and senior year baccalaureate programs and programs leading to master's and doctoral degrees, could be funded under the same formulas as other colleges and universities, but the development of a special funding formula is highly recommended. In the state of Texas, the funding formula for 4-year institutions has been broken down into specified areas such as General Administration, Student Services, Departmental Operating Expense, Organized Research, etc. It is felt that 3 areas in the funding formula deserve special consideration when planning for the upper level college. These are student services, library support and faculty salaries. The area of student services should be examined carefully to insure that adequate funds are available for good, individual counseling in upper level institutions. The formula for library support also needs to be studied carefully to determine whether or not the present formula for 4-year institutions would be equitable to meet the needs of institutions offering only upper level and graduate work. There are distinct differences in the costs of salaries for teaching lower division and upper division courses, since lower division courses are generally taught by less experienced and lower salaried persons and upper division courses are generally taught by more experienced and higher salaried professors. Thus, it stands to reason that a separate funding formula for faculty salaries would be called for. (HS)

**ED 068 027** HE 003 468
*Marsh, Robert*
**Curriculum and Credit Transfer Problems in the Upper Level Institutions.**
Pub Date 3 Mar 72
Note—5p.; Paper presented at the Annual Meeting of the Association of Upper Level Colleges and Universities, Dallas, March 3, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Admission (School), *Admission Criteria, *Free Choice Transfer Programs, *Higher Education, Student Mobility, Transfer Policy, Transfers, *Transfer Students, *Upper Division Colleges

Transfer procedures in the case of students transferring from junior colleges to upper level institutions (institutions offering only upper level and graduate work) should be as flexible as possible. Four major points should be followed closely in developing transfer policies: (1) Upper level institutions should develop programs that cater to the needs and interests of junior college graduates. (2) Upper level institutions should accept without question all graduates of junior colleges who have earned the Associate of Arts or the Associate of Science Degree. (3) Upper level institutions should set up guidelines for the general curriculum junior college students should take, but they must not quibble about specific courses. (4) Upper level institutions should give credit and accept students on the basis of life experience as well as on formal credits earned. (HS)

**ED 068 028** HE 003 471
*Pedrini, Bonnie C. Pedrini, D. T.*
**Bibliography for the Prediction of College Grades from Reading Scores.**
Pub Date [72]
Note—8p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Performance, *Bibliographies, Educational Research, *Grade Prediction, *Higher Education, Predictive Ability (Testing), *Reading Ability, Reading Research

This bibliography on the prediction of college grades from reading scores includes books, government documents, journals and periodicals from the late 1920's to the early 1970's. Most of the materials are directly related to the problems of reading ability and academic performance. However, some books in statistics and design are also cited. (Author/HS)

**ED 068 029** HE 003 472
**Faculty Load Policies and Practices in Colleges and Universities.**
National Education Association, Washington, D.C. Research Div.
Pub Date Jul 72
Note—8p.; Research Information for Higher Education Staff of NEA Affiliates, Memo HE-10
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Faculty, *Higher Education, *Surveys, Teacher Welfare, *Teaching Load, *Working Hours

Institutions granting 4-year or higher degrees were asked in 1970-71 to supply basic information about faculty load policies and practices. Responses were received from 1,101 institutions that employed 222,053 faculty. The most frequently reported base used to define faculty load is the semester hour, followed by the quarter hour and contact hour. The mean and median normal load is 12 semester hours for faculty teaching undergraduate courses in the institutions reporting faculty load policies in semester hours, and for those institutions where faculty load is expressed in quarter or contact hours the mean normal load is 13 hours and the median is 12 hours. The mean and median maximum load teaching undergraduate courses is 14 semester hours or 15 quarter or contact hours. The mean normal teaching load for faculty teaching graduate courses is 11 semester, quarter or contact hours, and the median normal load is 9 semester or 10 quarter or contact hours. The mean maximum teaching load for faculty teaching graduate courses is 11 semester, quarter or contact hours, and the median maximum load is 12 semester or quarter hours and 11 contact hours. (HS)

**ED 068 030** HE 003 473
*Weiner, Harry*
**Student Task Force: An Experiment in Interdisciplinary Education.**
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date May 72
Note—16p.; An Occasional Paper from the Alfred P. Sloan Foundation
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Drug Abuse, Drug Addiction, Drug Education, *Experimental Programs, *Higher Education, Human Services, *Interdisciplinary Approach, *Narcotics, Program Evaluation, Student Organizations

During the first semester of the 1971-72 academic year, students at 7 universities located in urban areas across the U.S. participated in an interdisciplinary program that was designed to help the students develop problem-solving techniques. The particular problem that the students attacked was that of drug addiction. This problem incorporated the fields of sociology, social psychology, economics, public administration, political science, and the health sciences. Students studied the use of heroin in their own cities and the methods being taken to combat heroin use, and made recommendations based on their findings designed to solve or to ameliorate the heroin use in that city. (HS)

**ED 068 031** HE 003 474
*Pedrini, Bonnie C. Pedrini, D. T.*
**An Open Admissions Policy, Reading Ability and Grades.**
Pub Date [72]
Note—6p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Failure, Dropout Rate, *Dropout Research, Educational Research, *Higher Education, *Open Enrollment, Reading Ability, *Reading Difficulty, Reading Research

A dropout and flunk-out rate of 50% during the freshman year is occurring in many large municipal institutions of higher education, especially those operating under an open admission policy. This high rate of attrition is felt to be due, in part, to the fact that students entering college under open admissions policies often do not have the basic skills necessary to facilitate learning. It is considered that action research is needed to investigate the relationships between reading scores and grades in order to develop insight and possible administrative solutions to the problems. (HS)

**ED 068 032** HE 003 475
**Enrollment in Florida's Institutions of Higher Learning Fall 1971.**
Florida Board of Regents, Tallahassee.
Pub Date Aug 72
Note—99p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Demand, Educational Supply, Enrollment, *Enrollment Rate, *Enrollment Trends, *Higher Education, *School Registration, Statistical Data, *Student Enrollment
This document presents the enrollment figures for the institutions of higher education in Florida in the fall of 1971. The data are arranged in several categories: (1) statewide enrollment; (2) enrollment by institutions; (3) first time in college enrollment; (4) graduate student enrollment; and (4) trends and new developments in Florida higher education. The report reflects several trends of educational significance: the rapid growth of enrollment in the community colleges; the leveling off of lower division enrollment in the public universities; the increase in upper division enrollment in the State University System; and the steady, paced, collective enrollment gains of the institutions in the private sector. (Author/HS)

**ED 068 033** HE 003 476
*Dean, Marina L. Hofeller, Margaret A.*
**Course Evaluation at New College 1971-72.**
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Pub Date Aug 72
Note—20p.; New College of Hofstra University Report Number 3
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Course Evaluation, *Curriculum Development, Educational Improvement, Experimental Colleges, *Higher Education, *Questionnaires, *Student Evaluation, Surveys
In order to increase student response at the New College of Hofstra University in the area of course evaluation, a one-page General Course Evaluation Questionnaire was designed for use in 1971-72. The questionnaire consists of five questions: (1) What are the three most important things you got out of this course? (2) What do you feel are the three most important things you should have gotten out of the course? (3) How would you describe the instructor? (4) What kinds of students would enjoy this course, or learn a lot from it? and (5) What suggestions do you have for improving this course? The response rate for 1971-72 was 58%. This paper presents results of the course evaluation questionnaire. (HS)

**ED 068 034** HE 003 477
**The Regents External Degree. Handbook of Information for Candidates.**
New York State Education Dept., Albany. Regents External Degree Program.
Pub Date Aug 72
Note—19p.
Available from—Regents External Degree, State Education Department, 99 Washington Avenue, Albany, New York 12210
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adult Education, Bachelors Degrees, College Credits, *Degree Requirements, Degrees (Titles), *Equivalency Tests, *External Degree Programs, *Higher Education, Program Guides, *Special Degree Programs
The Board of Regents of the University of the State of New York established Regents External Degrees as an alternate route to a college degree. Specifically designed for those individuals who choose to learn on their own, the program is based on the philosophy that what a person knows is more important than how he learned it. Thus, on-campus residence or classroom attendance is not required in order to earn a Regents External Degree. Three degrees are currently offered in this program: (1) the Associate in Arts; (2) the Bachelor of Science in Business Administration; and (3) the Associate in Applied Science in Nursing. The completion of any of the following will be considered for credit toward earning a Regents External Degree: (1) regular college courses from regionally accredited institutions of higher learning; (2) recognized proficiency examinations; (3) approved military educational programs; and (4) special assessment of knowledge gained from experience, independent study, or other non-traditional approaches to education. (Author/HS)

**ED 068 035** HE 003 478
*Carbone, Robert F.*
**Voting Rights and the Nonresident Student.**
Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.
Pub Date [72]
Note—27p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Finance, *Financial Problems, *Higher Education, Nonresident Students, *Residence Requirements, Resident Students, *Student Costs, *Tuition, Voter Registration, Voting Rights
The recent decision in most states concerning the voting rights of out-of-state students may have severe financial implications for public higher education institutions. Students are claiming that if they are registered to vote in their college's state, they are legal residents of the state and thus should not be charged out-of-state tuition at state colleges. If this point of view is upheld by the courts, it is estimated that institutional income would drop somewhere between $250 to $300 million a year. It is projected that this would result in the raising of all tuitions to make up the difference, which would in turn result in the abolition of the low tuition principle upon which public higher education in America has been built. (HS)

**ED 068 036** HE 003 479
**Expanding Postsecondary Educational Opportunity: Progress and Prospect. Number 3.**
Southern Regional Education Board, Atlanta, Ga.
Pub Date 72
Note—8p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Admission (School), *College Admission, *Educational Opportunities, *Equal Education, *Higher Education, *Southern Schools, Universal Education
This edition of "Issues in Higher Education" discusses the status of access to postsecondary education in the South in the period 1958-1972 and future directions to be considered in improving educational opportunities. In determining the direction that postsecondary education is to take within the current decade and beyond, several key questions are asked and answered: (1) How does one define and measure postsecondary education accessibility? (2) Is higher education more accessible in the South now than 10 or 15 years ago? (3) What inequities exist in accessibility? (4) What policy alternatives exist if one is to attempt to increase the accessibility of postsecondary education? These questions are dealt with in this publication. (Author/HS)

**ED 068 037** HE 003 480
*Griffin, Edward M.*
**The Ferris Educational Mission Obligations and Directions.**
Ferris State Coll., Big Rapids, Mich.
Pub Date 20 Sep 72
Note—71p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adult Education, Career Education, Curriculum Development, *Disadvantaged Youth, *Educational Improvement, Educational Philosophy, *Educational Planning, *Higher Education, Planning, *Special Degree Programs
In September 1971, the members of the Educational Planning Committee of Ferris State College held a seminar to determine Ferris priorities for the 1971-72 academic year. This document takes into consideration the first of these priorities--the educational responsibilities and missions of Ferris State College. To this end, the document is divided into 6 major sections. The first contains the Ferris role statement and discusses some implications for the future of the college. The second section deals with the disadvantaged student at Ferris and his academic needs, and the third discusses the advanced student and a possible 3-year degree program. The fourth section describes educational programs for those with leisure time, the fifth describes programs for career change, and the final section describes the Common Learning Model which is a common core of learning basic to all Ferris disciplines. Other documents planned by the Educational Planning Committee will pertain to the role of student-faculty morale in the Ferris educational program and ways of enhancing or strengthening program planning. (HS)

**ED 068 038** 24 HE 003 481
*Kamens, David H.*
**The Effects of College on Student Dropout. Final Report.**
Northeastern Univ., Boston, Mass. Center for Applied Social Research.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-A-027
Pub Date Aug 72
Grant—OEG-1-70-000045-0022(509)
Note—113p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*College Students, *Dropout Research, Dropouts, *Educational Quality, Educational Research, Graduation, *Higher Education, *School Holding Power
This study was conducted to determine if colleges achieve direct effects on students' chances of graduation from college in five years as a result of variation in their organizational structures. The contextual findings of the study are: (1) the general quality of educational resources has no impact on graduation chances; (2) faculty attention per demand has a small positive effect on men's graduation rates from their initial college and a small negative impact on women's completion rates, although it does increase women's likelihood of obtaining a B.A. from another institution in five years; (3) size has no consistent impact on graduation chances for either men or women, but greater numbers of undergraduate majors have a modest negative impact on graduation from initial college on both men and women; and (4) mean hours per school spent in extracurricular organizations per week has a small but consistent impact on the graduation chances of males and females from their first college. (Author/HS)

**ED 068 039** 24 HE 003 482
*Lightfield, E. Timothy*
**An Evaluative Study of the Effects of Adoption of the 4-1-4 Calendar-Curriculum Format. Final Report.**
Eckerd Coll., St. Petersburg, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-2-D-025
Pub Date Sep 72
Grant—OEG-4-72-0011
Note—174p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Educational Innovation, *Higher Education, *School Calendars, *School Schedules, *Semester Division
An analysis and evaluation of the 4-1-4 calendar and interim term curriculum at three 4-1-4 institutions (and two non 4-1-4 colleges) was conducted. The relationship between the adoption of 4-1-4 and changes in curricular, instructional, and administrative design and operation of these institutions was examined. Analysis indicates that the 4-1-4 colleges participating have not been thorough in defining and implementing philosophy and objectives for their interim terms and in conducting evaluations. Numerous alterations of work pattern, methods of instruction utilization of campus resources, and student-faculty interaction do occur in the interim term. Once the interim term is complete, however, there tends to be a reversion to the more typical patterns that dominate the wing semesters. The 4-1-4 calendar and interim term curriculum appears to be a viable curricular pattern that has maintained the confidence of those institutions that have adopted it, but which has yet to reach its potential as a creative, imaginative, enriching change of pace experience. (Author/HS)

**ED 068 040** HE 003 483
*Hixson, Eugene E. Huddleston, Edith M.*
**Teaching and Research Staff by Academic Field in Institutions of Higher Education, Fall 1968.**
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—DHEW-OE-72-125
Pub Date 72
Note—43p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.50; HE 5.253:53001)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Faculty, *Educational Research, *Higher Education, Professors, *Researchers, *Statistical Data

This document provides data on the number of teaching and research personnel in the United States in the fall of 1968 by major academic areas. The data are the results of a sample survey that was conducted to: (1) determine the feasibility of collecting data in the academic fields of professional teaching and/or research personnel in the institutions of higher education in the U.S.; and (2) obtain fall 1968 estimates of the number of full-time and part-time faculty by level of appointment and by function in each of 174 fields that make up the 26 general academic areas. The information as presented has been aggregated according to 3 institutional levels: universities, other 4-year institutions and 2-year institutions. (HS)

**ED 068 041** HE 003 484
**Organization, Function and Results of Social Self-Management at the Institutions of Higher Education and Their Associations. Final Report.**
Yugoslav Inst. for Educational Research, Belgrade.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-A-1-1969
Pub Date Jun 72
Grant—OEG-9-001000-827
Note—181p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*College Faculty, *Educational Administration, *Governance, *Higher Education, Professors, *Teacher Role
Identifiers—Yugoslavia
Presented in this document are the results of a study conducted in Yugoslavia designed to investigate: (1) problems of structure, organization, development and function of self-managing organs at faculties and universities; (2) problems of university and faculty self-managing organs' relations, as well as association of faculties as self-managing organizations; and (3) problems of relations between university and faculty and authority organs and decentralized management. Results of the study indicate that self-management in institutions of higher education in Yugoslavia has been accepted and is generally succeeding. However, because of a lack of experience in coordination of rights and duties of self-management participants, some difficulty is being experienced. (Author/HS)

**ED 068 042** HE 003 485
*Bayer, Alan E.*
**The Black College Freshman: Characteristics and Recent Trends.**
American Council on Education, Washington, D.C. Office of Research.
Spons Agency—Federal Interagency Committee on Education, Washington, D.C.
Report No—ACE-RR-Vol-7-No-3-72
Pub Date 72
Contract—OEC-0-72-5020
Note—92p.
Available from—Office of Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($3.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Freshmen, College Students, Enrollment Trends, *Higher Education, Minority Groups, *Negro Education, *Negro Youth, *Student Characteristics
This document presents the results of a study designed to determine the racial trends in higher education and to compare these findings with a similar study made in 1968. Highlights of the findings include: (1) 53% of the black students and 45% of the nonblack students were women; (2) As in 1968, proportionately twice as many blacks as nonblacks were at least 20 years old when they entered college in 1971; (3) Between 1968 and 1971, the average high school grade averages of both black and nonblack college freshmen rose somewhat; (4) Despite the higher grades, substantial proportions of blacks and nonblacks felt that they needed remedial tutoring, especially in the field of mathematics; (5) Entering black students were more likely than nonblack students to report achievements in extracurricular activities; (6) Typically, blacks and nonblacks were similar in the types of day-to-day activities they engaged in; (7) Proportionately more black freshmen than nonblack freshmen hoped to get a postbaccalaureate degree; and (8) Black students were more likely than were nonblacks to attend institutions that were either very close to home or a great distance away. (HS)

**ED 068 043** HE 003 487
*Millett, John D. And Others*
**Personnel Management in Higher Education.**
Academy for Educational Development, Inc., Washington, D.C.
Pub Date Oct 72
Note—49p.
Available from—Academy for Educational Development, Inc. 1424 16th Street, N.W., Washington, D.C. 20036
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administrative Personnel, *Administrative Principles, *Administrator Guides, *Educational Administration, *Higher Education, Management, *Personnel Management
This document on personnel management in higher education contains three papers that are designed to be used as guidelines for educational administrators. The first two papers, by John D. Millett, discuss the scope and problems of higher education administration and the problems associated with collective bargaining and tenure on college campuses. The final article, by Douglas G. MacLean and Hugh P. Avery, lists 163 ways to save money, reduce costs and avoid problems in personnel administration. (HS)

**ED 068 044** 24 HE 003 488
*O'Sullivan, Maurice J. And Others*
**Dynamics, Role, and Function in Inter-University Collaboration. Final Report.**
Higher Education Center for Urban Studies, Bridgeport, Conn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-1-A-044
Pub Date Jul 72
Grant—OEG-1-71-0015
Note—55p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Community Service Programs, *Consortia, *Disadvantaged Groups, *Higher Education, Program Evaluation, School Community Relationship, *Urban Education
The Higher Education Center for Urban Studies (HECUS) was formed as a consortium in 1968 by 5 institutions of higher education located in or near Bridgeport, Connecticut. It has been involved mainly in urban research, community service, and in facilitating educational services for disadvantaged people. This report is a study made to determine whether or not HECUS should continue the present course and nature of its operations, or should redirect them. During the period of the study, 4 additional institutions became members of HECUS. Their representatives, along with those of the original members, as well as selected program participants and representatives of certain community agencies, comprised the study committee. The study committee found that HECUS is making progress along worthwhile paths of action. The committee's recommendations pertain mainly to an expansion of the scope of HECUS' operations and to an acceleration of the pace of HECUS' development. (Author/HS)

**ED 068 045** HE 003 489
*Chance, C. William Youra, Daniel G.*
**The Doctor of Arts Degree in Washington--An Attitudinal Survey.**
Washington State Council on Higher Education, Olympia, Washington.
Pub Date May 72
Note—34p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Administrator Attitudes, *College Faculty, *Degrees (Titles), *Doctoral Degrees, *Higher Education, Professors, Surveys
Identifiers—*Doctor of Arts Degree
Since its introduction in 1967, the Doctor of Arts degree has been a center of controversy. Billed as an alternative to highly specialized, research-oriented PhD programs, the DA is specifically designed to prepare persons for undergraduate college teaching. In order to determine the receptivity to such a degree, a questionnaire was distributed in December 1971 to a representative sample of potential employers in Washington colleges and universities. This report contains the results of the survey. It is a summary of attitudes of relevant departmental chairmen on a series of questions concerning their views of the DA degree. It is evident that, for the most part, chairmen are receptive to the proposed DA degree, but this receptivity is not consistent across all segments of Washington higher education. (Author/HS)

**ED 068 046** HE 003 491
*Farine, Avigdor*
**Demographic and Social Accounting and Its Application to Educational Activities.**
Pub Date Mar 72
Note—10p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Graduates, *Demography, *Higher Education, Job Market, Labor Market, Manpower Development, *Manpower Needs, Subemployment, *Unemployment
The study of manpower requirements has received much attention since 1960, but it may be argued that the results of these studies did not come up to the expectations of those involved in the conduct of manpower research. The high percentage of unemployed professionals we are now experiencing brings us to formulate vigorous objections toward certain economic theories concerning the rate of return on education. The expectations of higher education would be less deceiving if a body of information were provided to people concerned. For example, research results about graduates or drop-outs at the beginning of their earning careers would be beneficial. This study would follow up the students in their year-to-year progression, in their graduation and their integration into the labor force. Such a study would not consider university dropouts as wastage but would follow up these human resources so as to know the reasons why they quit school and to clarify to what extent their partial studies helped them in their jobs. (Author/HS)

**ED 068 047** HE 003 492
*Carmody, J. F. And Others*
**Changes in Goals, Plans, and Background Characteristics of College-Bound High School Students.**
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Report No—ACT-RR-52
Pub Date Aug 72
Note—35p.
Available from—Publication and Information Services Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Freshmen, *College Students, *Higher Education, *Student Attitudes, *Student Characteristics
This study provides information on the stability or change in personal and background characteristics of entering college students. Findings are consolidated and compared with 3 previously unpublished papers: a 2-year follow-up of high school seniors who continued their educations, a similar 4-year follow-up, and a comparison of responses of two independent samples of high school seniors who took the ACT assessment in 1966 and 1969. Variables analyzed in the present study dealt with students' academic and vocational goals, educational aspirations and expectations, need for financial aid, out-of-class achievements, employment patterns while in college, use of automobiles on campus, and participation in college-related activities. Considerable differences in stability among characteristics were found; however, the changes seem to be orderly and according to logical expectations. The utility of the findings regarding changes and stability in these characteristics for those who work with college populations are discussed, and possible applications are suggested. (Author)

**ED 068 048** HE 003 493
*Pierce, Milo C.*
**Administration and Planning in Higher Education: A Bibliography of Books and Reports.**
Council of Planning Librarians, Monticello, Ill.
Pub Date Sep 72
Note—20p.; Council of Planning Librarians, Exchange Bibliography 321
Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 ($2.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bibliographies, *Educational Administration, Educational Development, *Educational Finance, *Educational Planning, *Higher Education, Planning, Planning (Facilities), *Statewide Planning
The purpose of this bibliography is to organize and present an introductory selection of books and reports that may be of value to understand

the growing complexities of leadership and planning in institutions of higher education. It is intended to be of benefit to the student of university administration as well as the experienced administrator and others concerned with higher education planning. The bibliography is divided into five areas: (1) The Policy-Making Aspect: Statewide Planning, Governance, and Coordination; (2) The Legal Aspect: Legislation and the Courts in Higher Education; (3) The Financial Aspect: Revenues, Budgeting, and Business Operations; (4) The Physical Plant Aspect: Planning and Operation for Campus Facilities; and (5) The Academic Aspect: Administration of Personnel and Programs. (HS)

**ED 068 049** HE 003 494
*Davidovicz, H. M.*
**Pass-Fail Grading - A Review.**
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Pub Date Jul 72
Note—11p.; Abstract and Reviews of Research in Higher Education, Number 17
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Grades (Scholastic), *Grading, *Higher Education, *Literature Reviews, *Pass Fail Grading

This review presents a sample of the literature on pass-fail grading that was written between 1968 and 1971. The review leads to the following conclusions: (1) Students do not take pass-fail courses in order to avoid evaluation, but once having taken them their performance in both those courses and in traditionally graded courses declines; (2) Students do not take pass-fail courses to explore areas outside of their own major, but rather do so in order to make things easier for themselves in terms of course work; (3) Freshmen suffer most academically from taking pass-fail grades and so they should not be permitted the option or they should receive special guidance when they elect to do so; (4) The elimination of failing grades on transcripts is being practiced more widely than previously; (5) Most schools do not have major problems with pass-fail grading because they offer it only as a limited option; (6) While students who were graded on the basis of pass-fail can transfer to other institutions and can get accepted to graduate schools, they are less likely to get into the school of their choice. (Author/HS)

**ED 068 050** HE 003 495
*Yuker, H. E. And Others*
**Time Spent in Committee Meetings.**
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Pub Date Sep 72
Note—6p.; Center for the Study of Higher Education, Report 103
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administrative Agencies, *Committees, *Decision Making, *Educational Administration, *Educational Economics, Faculty Organizations, *Higher Education, Organizations (Groups), Policy Formation

In recent years, as students and faculty have become more involved in decisionmaking, the number of meetings of committees and subcommittees on college campuses has grown by leaps and bounds. This has led many people to believe that the amount of time and energy devoted to committee meetings is far greater than is justified in terms of accomplishments. The present study was designed to determine the amount of time spent at and the number of meetings held at Hofstra University. The data indicate that committee meetings are a very pervasive characteristic of life at Hofstra. Much time is devoted to them, particularly by administrative personnel, and they are very costly to the university. Assuming that it could be desirable to reduce the time spent in committee meetings, several suggestions are made: (1) Reduce the number of committees; (2) Reduce the size of committees; and (3) Reduce the number and length of committee meetings by having them run more efficiently. (Author/HS)

**ED 068 051** HE 003 496
**Federal Aid to Black Colleges.**
Office of Education (DHEW), Washington, D.C.
Pub Date Aug 72
Note—7p.; Education Briefing Paper
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Economics, *Educational Finance, *Federal Aid, *Financial Support, *Higher Education, *Negro Colleges, Negro Education

Federal aid to the nation's predominantly black colleges and universities has increased 58% over the past 3 years. The increase, from $108 million in fiscal year 1969 to $171 million in fiscal year 1971, is the result of an intensive effort on the part of all Federal departments and agencies to increase program support to predominantly black institutions. According to a study of Federal program aid to black colleges, predominantly black institutions enrolled 2.4% of all college students in the country during 1971 and received 4.4% of Federal funds to higher education. Other findings of the study include: (1) During the 1971-72 academic year the 115 predominantly black colleges and universities in the nation enrolled 208,000 of the 8.6 million students enrolled in institutions of higher education; (2) During fiscal year 1971, 18 Federal departments or agencies provided $3.9 billion in Federal program assistance to the nation's colleges and universities; and (3) Black colleges received 86% of their Federal funds from the Department of Health, Education, and Welfare as compared with 66% at other colleges and universities. (Author/HS)

**ED 068 052** HE 003 499
**Education Beyond High School. The Regents Tentative Statewide Plan for the Development of Post-Secondary Education, 1972.**
New York State Education Dept., Albany.
Pub Date Sep 72
Note—523p.
Available from—The University of the State of New York, The State Education Department, Albany, New York 12210
**EDRS Price MF-$0.65 HC-$19.74**
Descriptors—*Educational Administration, *Educational Planning, Governance, *Governing Boards, *Higher Education, Master Plans, *Statewide Planning

This document contains the 1972 4-year plan that the University of the State of New York Board of Regents has devised for postsecondary education in New York state. More people have been involved in the development of the 1972 plan than any preceding one. In addition to the educational community, the public at large had a voice through public hearings that were held throughout the state. The purpose of these hearings was to elicit the comments of all interested parties, to better meet the needs of society, both individually and collectively, in the area of education beyond high school. In addition, the plan underscores the necessity for optimal utilization of all post-secondary educational resources. It boldly endorses the concept that these resources include proprietary schools, industrial laboratories, and apprenticeship programs, as well as the traditional public and private higher education institutions. The first division of the document presents the academic plan for post-secondary education, the second offers a review and analysis of master plans by educational sector, and the third division discusses the role of the Regents in postsecondary educational planning. (Author/HS)

**ED 068 053** HE 003 501
*Morris, Jeffrey*
**Educational Training and Careers of Ph.D. Holders: An Exploratory Empirical Study. Planning Paper 27.**
California Univ., Berkeley. Program for Research in Univ. Administration.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Jan 72
Note—94p.
Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Degrees (Titles), *Doctoral Degrees, *Employment Opportunities, *Higher Education, *Occupational Mobility, Promotion (Occupational)

This study analyzes the occupational mobility of individuals who hold the Ph.D. degree. Drawing upon data contained in the National Register of Scientific and Technical Personnel compiled by the National Science Foundation, this paper presents the quantitative relationships between educational background, occupational mobility, and salaries. Based on these results, the author then presents and empirically tests an economic theory of Ph.D. occupational mobility. (Author)

**ED 068 054** HE 003 504
**Report on the Kansas Conference on International Student Involvement and Organization.**
National Association for Foreign Student Affairs, Washington, D.C.
Pub Date 72
Note—34p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Conference Reports, Conferences, *Foreign Students, *Higher Education, *International Education, *Student Exchange Programs, *Student Organizations, Student Participation

In order to involve its students in its efforts to improve the international educational program in the U.S., the National Association for Foreign Student Affairs (NAFSA) held a conference on January 20, 1972 to distill and implement concrete programs. One of the programs implemented from the conference was the "Student NAFSA Papers" program in which foreign students would submit papers of 1,200 words expressing their concerns about their experiences at their various colleges and universities. Major topics considered at the conference were tuition rates and financial support, student organization and representation, campus international programs, and increased NAFSA student membership. (HS)

**ED 068 055** HE 003 505
*Spritzer, Allan D., Comp.*
**Public Sector Labor Relations, 1972. Bibliography Number 1.**
Alabama Univ., University. Manpower and Industrial Relations Inst.
Pub Date 72
Note—10p.
Available from—The University of Alabama, Graduate School of Business, P.O. Box 2737, University, Alabama 35486 ($1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bibliographies, *Collective Bargaining, *Employer Employee Relationship, *Higher Education, *Industrial Relations, *Labor Legislation

Concern over the problems of labor-management relations in the public sector has generated considerable interest and concern in recent years among faculty and students as well as government employers and employees throughout the nation. Thus the Manpower and Industrial Relations Institute of the University of Alabama decided to issue a series of bibliographies on the subject for national distribution. The articles in the first listing are categorized as follows: (A) Public Sector Labor Relations - General; (B) State Legislation; (C) Union Organization and Representation; (D) Collective Bargaining; (E) Contract Administration and Public Employee Rights; (F) Impasse Procedures; and (G) Strike Problems. (Author/HS)

**ED 068 056** HE 003 506
*Boutwell, Richard C.*
**Effect of Task Sequence and Memory Support on Indian College Students. Final Report.**
Brigham Young Univ., Provo, Utah. Dept. of Instructional Research and Development.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-2-H-006
Pub Date Dec 72
Grant—OEG-8-72-0002(509)
Note—27p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—American Indians, *Cognitive Processes, College Students, *Evaluation, *Higher Education, *Learning Processes, *Memory

The multivariate effect of task sequence, memory support, and state anxiety was investigated using a nonverbal concept-acquisition task. Ninety-six Indian college students were randomly assigned to 4 treatment conditions resulting from the task sequence: easy-to-hard, memory support, and nonmemory support. Subjects receiving the easy-to-hard sequence did significantly better on the performance test than the hard-to-easy sequence. Also, the memory support treatment groups had significantly fewer errors on the performance test than the nonmemory support condition. The instructional condition of the easy-to-hard sequence plus memory support, as the optimal treatment, provides manipulatable variables for applied usage. (Author/HS)

**ED 068 057** HE 003 507
**SMU Institute of Technology 1972 Annual Report.**

Southern Methodist Univ., Dallas, Tex. Inst. of Technology.
Pub Date 72
Note—27p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Improvement, *Educational Planning, *Higher Education, Planning, Teacher Welfare, *Technological Advancement, Technology, *Tenure

In 1967 Southern Methodist University (SMU) changed the name of their School of Engineering to the Institute of Technology so that the scope of the division might be broadened. At that time, a 5-year plan was devised that allowed for certain goals to be reached by 1972. This 1972 report seeks to identify the various forces at work that will affect technological higher education in the 1970's. In addition, the impact of these forces is assessed. This report outlines some of the responses to these forces that have been designed and implemented at the SMU Institute of Technology and that reflect a part of planning for the next 5 years. (Author/HS)

**ED 068 058** HE 003 508
*Dalton, Starrette*
**Foreign Student Perceptions of the United States.**
Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.
Pub Date 72
Note—21p.; Indiana Studies in Prediction Number 20
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Foreign Nationals, *Foreign Students, *Higher Education, International Education, *Student Attitudes, *Student Opinion

In order to determine the attitudes of foreign students toward the U.S., a questionnaire was issued to students from Asia, Western Europe, Africa, Japan and the Philippines, Latin America and other countries. Questions concerned Americans' attitudes, American food, religion in the U.S., money in the U.S., job equality, automobile dependency, U.S. newspapers, the U.S. education system, U.S. products, materialism in the U.S., the family unit, and desires to become U.S. citizens. It was found that age made a greater difference in foreign student attitude toward the U.S. than did length of residence in the U.S., geographic origin, or sex. Older respondents generally held a more positive attitude toward the U.S. than did their younger counterparts. (HS)

**ED 068 059** HE 003 509
*Flather, Clifton C.*
**Apartment Type College Housing.**
Association of Coll. and Univ. Housing Officers, Columbia, Mo.
Pub Date Jul 72
Note—51p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Housing, College Students, *Dormitories, Facility Improvement, *Higher Education, *Housing Needs, Planning (Facilities)

Through a study of student housing trends, it was found that college students seem to prefer apartment living over dormitory living for several reasons. Thus, students are more and more moving off campuses to rent apartment dwellings that may be unsafe or substandard. Five higher education institutions (Syracuse University, Roberts Wesleyan College, Clarkson College, Rochester Institute of Technology, and University of Rochester) have, since 1965, built apartment dwellings for their students. It was found that one, two, and three bedroom apartments could be constructed for less than the cost of building dormitories on campus. In addition, these housing units afforded more parking facilities for student use, and the need for costly dining hall facilities was greatly reduced. (HS)

**ED 068 060** HE 003 510
**The Church and Society. Shaping Public Policy in Higher Education.**
California Campus Ministry, Los Angeles. Committee on Higher Education and Public Policy.
Pub Date 1 Sep 72
Note—30p.; A Report of Work in Progress by the Committee on Higher Education and Public Policy, California Campus Ministry Staffs
Available from—The Bookstore, 1501 Wilshire, Los Angeles, California 90017 ($.75; $.50 for 10 or more)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Church Role, *Higher Education, *Public Education, Religion, *Religious Organizations, *Statewide Planning

The California Campus Ministry Staffs have joined other members of the Committee on Higher Education and Public Policy (COHEPP) in formulating testimony to be presented in January of 1973 to the California State Legislature by the Joint Legislative Committee on the Master Plan for Higher Education. This document presents testimony on four crucial dimensions of the higher education situation. They are: values and governance, educational finance, educational planning and objectives, and alternative educational plans. Suggestions and proposals are presented for ways in which congregations of various churches might participate in forming the future of public higher education in California. (HS)

**ED 068 061** HE 003 511
**Colleges and Universities with Minority Group Students Studying Broadcasting 1971-72.**
National Association of Broadcasters, Washington, D.C.
Pub Date [72]
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Higher Education, *Mass Media, *Minority Groups, *Negro Education, Special Programs
Identifiers—*Broadcasting Education, Broadcast Technology, Radio Television Motion Pictures

This document presents a listing of colleges and universities that offer special conveniences to minority group students wishing to study broadcasting. These special conveniences include: special scholarships; special loan funds; special assistantships; tutorial assistance; job placement assistance; internships; special programs to recruit students; student committees to work with and assist minority students; special programs, workshops, or summer institutes for minority students; faculty exchange programs with Negro colleges; and student exchange programs with Negro colleges. (HS)

**ED 068 062** HE 003 513
**1972-73 Student Charges at State and Land Grant Universities (Tuition, Required Fees, Room and Board).**
National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.
Pub Date 1 Oct 72
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Fees, *Higher Education, *State Colleges, State Universities, Statistical Data, *Student Costs, Surveys, *Tuition

Tuition for resident students at state and land-grant universities increased less in fall 1972 than it has for any fall since 1968. Two universities even put tuition decreases into effect. The slowdown in the amount of increase in student charges is based on responses to a survey from 98 of the 101 multi-campus institutions holding membership in the National Association of State Universities and Land-Grant Colleges. Among these institutions, the median annual charge for tuition and required fees for resident students was $517.50 as compared to $493.50 in academic year 1971-72, resulting in an increase of 4.9%. The median amount of total charges for resident students was $1467, up 4.3% over the 1971-72 median of $1406. A chart of tuition, required fees, room rate and board rate for resident and nonresident students at the responding institutions is included. (Author/HS)

**ED 068 063** HE 003 516
*Collins, Anne M. Sedlacek, William E.*
**Grief Reactions Among University Students. Research Report 5-72.**
Maryland Univ., College Park. Counseling Center.
Pub Date [72]
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Students, Counseling Services, *Death, *Higher Education, *Psychological Needs, Psychology, *Student Needs, Student Personnel Services, Student Welfare

It was the purpose of this study to investigate possible ways that the University of Maryland, and particularly the student personnel and counseling staffs, could help students cope with the area of death and dying. Twenty-eight volunteer subjects from an introductory psychology class who had experienced the death of someone close to them completed the questionnaire anonymously. Students reported most often on their reactions to the deaths of grandparents (32%) and fathers (21%). Sixty-one percent reported the death as unexpected. Eighteen percent said their functioning was seriously affected for a few days, 25% said 1 to 4 weeks, 4% said up to 1 year, and 2.1% reported more than 2 years of impaired functioning. Forty-six percent mentioned that talking with friends was vitally important to them, and 23% said that regular activities helped them. Subjects reported that it would have been helpful if friends had not avoided the subject of death (21%), and suggested more courses or other University resources on dealing with the problems of death (14%). (Author)

**ED 068 064** HE 003 517
*Gelso, Charles J.*
**The Effect of Audio and Video Recording on Clients. Research Report 2-72.**
Maryland Univ., College Park. Counseling Center.
Pub Date [72]
Note—25p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Audio Video Laboratories, Counseling Services, *Counselor Evaluation, *Evaluation Methods, *Higher Education, *Microcounseling, Microteaching, *Video Tape Recordings

This study examined the effects of audio and video recording on clients when recording is done for the purpose of counselor supervision. Video recording inhibited the self-exploration of clients with personal problems and it also resulted in less satisfaction with counseling. Both recording methods inhibited self-exploration in clients with educational-vocational problems, but neither method affected their satisfaction. Recording methods also affected clients' self-reports of the extent to which they felt inhibited by these methods, and the effect was equal across problem types. The effects of recording did not decrease from the first to the second interview. Recording did not affect clients' responses to or counselors' ratings of their clients on an excitation-inhibition scale. (Author)

**ED 068 065** HE 003 518
*Hamblin, John W. Alcorn, Bruce K.*
**Computer Facilities for Instruction in Small Colleges: Final Report Summary 1968-71.**
Southern Regional Education Board, Atlanta, Ga.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date [72]
Note—94p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Colleges, *Computer Assisted Instruction, Computers, Educational Innovation, Educational Research, *Educational Technology, *Higher Education, Instructional Innovation, *Instructional Technology, Program Evaluation

In August 1970, the National Science Foundation funded a program to study the advantages and disadvantages of low-cost mini-computers as instructional devices at 10 small colleges. The small colleges involved in the experiment have demonstrated that a computer facility can be used to considerable advantage in the instruction process, and students and faculty alike are highly enthusiastic about the uses to which the computer can be put. It was found that strong support from administrators is sufficient to get the hardware on campus, but faculty support and interest are necessary for the equipment to be utilized. The successful utilization of computer facilities on a college campus is to a great extent dependent on the leadership, enthusiasm, and outlook of the personnel in charge of such facilities. In fact, personnel seem to be more important than size, type, or even reliability of the facility. (Author/HS)

**ED 068 066** HE 003 519
**Student Retention-Attrition Entering Freshmen--Fall 1968. Report 3.**
Tennessee Coll. Association, Murfreesboro. Center for Higher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Coll. Facilities.; Tennessee Higher Education Facilities Commission, Nashville.
Pub Date Sep 71
Note—96p.
**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*College Students, Dropout Identification, *Dropout Rate, Dropout Research, *Enrollment Projections, Enrollment Rate, *Higher Education, *School Holding Power

This document presents a report of a study that was designed to determine the rate of retention of students enrolled in colleges and universities in Tennessee that physical facility needs of institutions in the state might be determined. The first year of the study, 1968, was spent in compiling information on students entering Tennessee colleges and universities. In the fall of 1969, each participating college was sent a list of the students from their institutions who were in the original sample and were asked to indicate whether each student was enrolled as of the first week in October 1969. If the students were enrolled, they were classified as persisters. Those not enrolled were surveyed, and depending upon their responses, were classified as transfers, known terminators, or non-respondents. A similar procedure was followed in fall 1970, and the results are compared with the 1969 data. It was found that 65% of the 1969-70 persisters remained in the same institution, 9% transferred, 4% were known terminators, and 22% were non-respondents. Of the original sample, after 2 years of school it was found the 42% of the students were in their original institutions, 11% had transferred, 10% were known terminators, and 36% were non-respondents. For a related document see HE 003 520. (HS)

**ED 068 067** HE 003 520

**Student Retention-Attrition Entering Freshmen--Fall 1968. Report 4.**

Tennessee Coll. Association, Murfreesboro. Center for Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Coll. Facilities.; Tennessee Higher Education Facilities Commission, Nashville.

Pub Date 1 Jul 72

Note—95p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*College Students, Dropout Identification, *Dropout Rate, Dropout Research, *Enrollment Projections, Enrollment Rate, *Higher Education, *School Holding Power

This document presents a report of a study that was designed to determine the rate of retention of students enrolled in colleges and universities in Tennessee that physical facility needs of institutions in the state might be determined. The first year of study, 1968, was spent in compiling information on students entering Tennessee colleges and universities. In the fall of 1969, each participating college was sent a list of the students from their institutions who were in the original sample and were asked to indicate whether each student was enrolled as of the first week in October 1969. If the students were enrolled, they were classified as persisters. Those not enrolled were surveyed, and depending upon their responses, were classified as transfers, known terminators, or non-respondents. A similar procedure was followed in 1970 and 1971, and the data from the 1971 survey are presented here. After 3 years of school, it was found that of the original sample 34% of the students were in their original institutions, 13% were transfers, 13% were known terminators, and 40% were non-respondents. See also HE 003 519. (HS)

**ED 068 068** HE 003 521

*Etnyre, Vance And Others*

**GENIRAS. Level-1 User's Manual.**

Illinois Univ., Urbana. Coll. of Engineering.

Pub Date May 72

Note—90p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Computer Programs, *Computers, *Educational Administration, Guides, *Higher Education, *Management Information Systems, Manuals, *Programing Languages

GENIRAS (Generalized Information Storage, Retrieval, and Application System) is the name given to a computer-aided information system designed for the storage, retrieval, analysis, manipulation, and display of records, files, and associated data. It is intended to characterize the integration of the data storage and retrieval functions of generalized file management systems with the application functions advocated for management information systems. This manual is concerned with informing the user of how to operate a keyboard terminal; how to use the PLORTS (PL One Remote Terminal Subset) system to create, update, combine, and display input files of instructions; and how to construct correct statements in GENERAL, the input language of GENIRAS. (Author/HS)

**ED 068 069** HE 003 522

**Manual for Preparation of Proposals for External Degree Programs.**

California State Univ. and Colleges, Rohnert Park. Commission on External Degree Programs.

Pub Date [72]

Note—108p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Administrator Guides, Course Descriptions, *Curriculum Guides, *External Degree Programs, Guides, *Higher Education, Manuals, *Special Degree Programs

This manual consists of a compilation of California State College guidelines and recommendations relevant to external degree programs. Sections in the manual refer specifically to: (1) procedures to be followed by the Commission on External Degree Programs in acting on proposals received from the colleges; (2) criteria to be utilized by the Commission on considering proposals from the colleges; (3) guidelines for implementation of trustee regulations regarding fees, residence credit, and establishment of new majors; (4) a summary and attempt to categorize various models for external degree programs; (5) guidelines for preparation of proposals requesting approval for establishment of pilot external degree programs; (6) guidelines for evaluation of pilot external degree programs; (7) questions regarding external degree programs and Commission responses; and (8) an example of a proposed external degree program that has been approved by the Commission. (HS)

**ED 068 070** HE 003 523

*Shulman, Carol Herrnstadt*

**A Look at External Degree Structures.**

ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date Nov 72

Note—4p.

Available from—Publications Department, American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (1 to 10 copies $.15 each; over 10 copies $.10 each)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Curriculum Development, Degree Requirements, *Educational Opportunities, *External Degree Programs, *Higher Education, Independent Study, *Special Degree Programs

External degree programs are those educational programs that respond to acknowledged needs in higher education: greater access to post-secondary studies, more flexible curriculum offerings, and recognition of nontraditional forms of learning. This paper describes several external degree programs at various institutions across the U.S. Some of the unique factors featured in these programs are: (1) geographically accessible learning centers; (2) few or no residency requirements; (3) student designed curricula; (4) independent study programs; and (5) work-experience programs. Certain fears surrounding the creation of external degree programs mainly concern the deterioration of academic standards that may appear as a result of too little structure. Proponents of these programs, however, feel that this is not a danger if 3 factors are in line: motivated students; adequate resources; and a process for proper guidance and rigorous assessment of the student. (HS)

**ED 068 071** HE 003 524

*Dickey, Frank G. Miller, Jerry W.*

**A Current Perspective on Accreditation. Report Number 7.**

ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date Nov 72

Note—73p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($2.00)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Academic Standards, *Accreditation (Institutions), *Certification, Court Litigation, *Educational Improvement, Federal Government, Governance, Government Role, *Higher Education

This paper sets in perspective the evolution of accreditation trends in the U.S. and considers present concerns about accreditation. The authors examine the impact of social change on accreditation, ways professions have influenced educational programs and institutions through accreditation procedures, the influence of the courts on the role of accrediting agencies in society, and federal involvement in accreditation. The authors conclude that unless accrediting agencies are able to reinvigorate the accrediting process, with emphasis on national welfare, the public could insist on other means of external monitoring of higher education. (HS)

**ED 068 072** HE 003 525

*Lapp, Philip A.*

**Undergraduate Engineering Enrollment Projections for Ontario, 1970-80.**

Committee of Presidents of Universities of Ontario, Toronto.

Report No—CPUO-R-70-1

Pub Date Oct 70

Note—77p.

Available from—Secretariat of the Committee of Presidents, 230 Bloor Street West, Toronto, Ontario, Canada

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Educational Demand, Engineering, *Engineering Education, *Enrollment Projections, *Higher Education, International Education

Identifiers—*Canada

Enrollment projections are vital to the planning of any educational system where capacity and growth are important elements. As a portion of a study of engineering education in Ontario, this document presents enrollment projections up to academic year 1980-81, that size and number of engineering schools to be needed might be established. Tables are presented giving data on: (1) full-time undergraduate engineering enrollments in Ontario universities from 1941-1969; (2) Ontario undergraduate enrollment growth from 1961-69; (3) an analysis of firsts and seconds in physics and chemistry; (4) students qualified for engineering; (5) age distribution of Ontario engineering undergraduates in 1968-69; (6) grade 13 students qualified to enter engineering; (7) total full-time undergraduate engineering enrollment projections at provincially assisted Ontario universities to 1980-81; and (8) projected engineering bachelor's degree output at provincially assisted universities in Ontario from 1968-81. (HS)

**ED 068 073** HE 003 526

**Statement by the Council of Ontario Universities and Responses to "Ring of Iron: A Study of Engineering Education in Ontario."**

Council of Ontario Universities, Toronto.

Pub Date Oct 71

Note—97p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Educational Planning, *Engineering Education, *Higher Education, *International Education, *Master Plans, Statewide Planning

Identifiers—Canada

This document contains the responses of the Committee of Ontario Deans of Engineering, the Ontario Council on Graduate Studies, and the Association of Professional Engineers of the Province of Ontario to "Ring of Iron: A Study of Engineering Education in Ontario." The study, prepared by the Council of Ontario Universities, was to cover both the undergraduate and graduate fields, and examine student flows, curricula, research, staff, facilities and costs with a perspective developed from an analysis of the career patterns of engineering graduates. The objective was to create a master plan that might be used as a guide for rational growth of engineering education in Ontario during the 1970s. The plan that was devised endeavors to provide for the highest attainable quality, the best use of resources, an opportunity for innovation, and maximum freedom of choice for students. (HS)

**ED 068 074** HE 003 527

*Jewett, John And Others*

**Undergraduate Education in the Mathematical Sciences, 1970-71. Volume IV.**

Conference Board of the Mathematical Sciences, Washington, D.C.

Pub Date 72

Note—146p.; Report of the Survey Committee
Available from—Conference Board of the Mathematical Sciences, Joseph Henry Building, 2100 Pennsylvania Avenue, N.W., Suite 834, Washington, D.C. 20037 ($3.25)
**Document Not Available from EDRS.**
Descriptors—*College Mathematics, Enrollment, *Higher Education, Mathematicians, *Mathematics, Mathematics Education, Mathematics Teachers, *Surveys, *Undergraduate Study

This volume reports on a survey of undergraduate training in the mathematical sciences, the data for which were collected during the academic year 1970-71 by means of questionnaires sent to chairmen of mathematical science departments in both 2- and 4-year colleges and universities. The data obtained through the survey include information on enrollments in undergraduate mathematical science courses; mathematical science faculty; and other aspects of undergraduate programs such as computer access and utilization, mathematical science courses as graduation requirements, entrance and placement examinations, and curricular innovations in undergraduate mathematics programs. (HS)

**ED 068 075** HE 003 547
*Robinson, Lora H.*
**Renovating the Freshman Year.**
ERIC Clearinghouse on Higher Education, Washington, D.C.
Pub Date Dec 72
Note—4p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (1 to 10 copies $.15 each; over 10 copies $.10 each)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Freshmen, College Students, Curriculum Development, Educational Change, Educational Improvement, *Freshmen, *Higher Education, *Student Adjustment, *Student Centered Curriculum

Students first entering college as freshmen often find that they are to have the largest classes, the least experienced teachers, and the most boring coursework. Thus, many students do not continue their educations past the freshman year, if they even finish that year. Changes, both in academic and nonacademic areas, need to be made on college and university campuses to improve the freshman experience. One higher education institution is now offering special guidance programs and facilities for freshmen students, and another offers a peer-tutor program in which all freshmen participate. Academic innovations taking place generally center around an interdisciplinary approach to introductory freshman courses, with emphasis on close student-faculty contact. Evaluation of such programs indicates that students are adjusting better to college life and that retention of students in later years is much greater. (HS)

**ED 068 076** HE 003 551
*Gunnell, James B. And Others*
**A Program to Increase Educational Research Awareness Among Undergraduate Students in Predominantly Black Institutions. Final Report.**
Tuskegee Inst., Ala.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Panel on Educational Terminology.
Bureau No—BR-0-0714
Pub Date Jun 71
Grant—OEG-0-70-4780(502)
Note—28p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Research, Educational Researchers, *Higher Education, *Institutes (Training Programs), *Negro Education, *Negro Students, Research Skills

The purpose of this 6-week training institute was to orient a group of selected black undergraduate students to the nature of and general procedure related to the process and methodology of educational research. The program was specifically designed to: (1) enable the students to identify pertinent educational problems and to formulate appropriate questions for research and policy decisions; (2) acquaint the students with the general statistical procedures used in analyzing the nature of problems involved in the educational process; (3) provide an opportunity for this group of undergraduate students to participate in the conceptualization, development, and evaluation of an educational research project; and (4) identify a pool of qualified black students who are interested in pursuing graduate studies in educational development or in other research related areas. The participants showed significant gains in both their knowledge of and attitude toward education research. As a result, 10 participants have been admitted to graduate programs in educational development and/or other research related areas. (Author/HS)

**ED 068 077** HE 003 552
*Heyn, David R.*
**Development and Validation of a Sociometric Instructor Evaluation Instrument and Procedure. Final Report.**
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-2-F-059
Pub Date Sep 72
Contract—OEC-6-72-0735(509)
Note—96p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Faculty, Course Evaluation, *Evaluation Methods, Evaluation Techniques, *Faculty Evaluation, *Higher Education, *Teacher Evaluation

Professors and courses at Austin College were evaluated sociometrically by almost 90% of all full-time resident students. The 3 professors and courses they would recommend most as well as least to other students were listed. A 30% random sample of respondents was then interviewed by other students. Both the sociometric results and the results of the interviews were given to faculty residents during the summer. They were asked to respond to a questionnaire primarily devised to indicate credibility and defensiveness. Half of the faculty were given coded interview results and half verbatim results. No significant differences in response were found. Also, there was some evidence that the procedure produced changes in faculty attitudes toward themselves and their courses. Results were also scrutinized as to tenure of faculty, years at Austin College, rank, age, choice quartiles, highest degree earned, and field of study. (Author)

**ED 068 078** HE 003 554
*Stimpson, Catharine R.*
**What Matter Mind: A Theory about the Practice of Women's Studies.**
Pub Date Aug 72
Note—17p.; Draft Copy
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Feminism, *Higher Education, *Sex Discrimination, *Womens Education, *Womens Studies

The area of women's studies has come under attack from many quarters, but the most damaging criticism has come from those who are women themselves. Spoken criticism and lack of participation are equally as harmful in an area such as women's studies, where total sacrifice and participation is necessary for survival. The people who resist women's studies are so numerous, the affection for intelligent women so frail, the self-destructive impulses within women's studies so tempting, the unanswered questions so complex, that it seems obvious that women's studies is in a position of weakness. In order for women's studies to survive and for women to gain the rights that should be theirs, several things are needed. More needs to be learned about a student's conscious and unconscious needs. Men and women alike should be taught that a woman has the talent to learn; that society will reward her if she does; and that if society does not, it may be society's fault. In addition, women of differing ages, circumstances, and economic groups need to be brought into the classroom that the defects of middle-class sexual roles might be pointed out and that ambition might be encouraged. (Author/HS)

# JC

**ED 068 079** JC 720 227
*Lausberg, Clement H.*
**A Funding Model for Community College Operating Costs.**
Florida State Univ., Tallahassee. Dept. of Higher Education.
Spons Agency—Center for State and Regional Leadership, Florida.
Pub Date Aug 72
Note—49p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Finance, Federal Aid, *Financial Policy, *Financial Support, *Junior Colleges, *Models, State Aid, Statewide Planning

This state- and national-level funding model was designed to assist community and junior college administrators, state agency officials, and officers in the executive and legislative branches of state government. The principal objectives of the model are to: (1) officially recognize post-secondary education as a public responsibility; (2) equalize state support among college districts; (3) equalize support among college disciplines; (4) provide a statewide uniform student fee schedule; (5) provide equal educational opportunities for all students; and (6) protect local control over state-appropriated funds. The state model contains information pertaining to funding categories, special student fees, high cost institutions, and opportunity grants. The national model covers eligibility, costs, and matching grants. Recommendations made include: (1) more research on funding models is necessary; (2) computers should be used to determine financial consequences of selecting various alternatives; and (3) all levels of public education need comprehensive funding models to support basic educational objectives. (RN)

**ED 068 080** JC 720 233
**New Directions: Community College Mental Health Worker Program.**
Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency—National Inst. of Mental Health, Rockville, Md. Experimental and Special Training Branch.
Pub Date 72
Note—145p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Educational Programs, *Health Occupations Education, *Human Services, Job Training, *Junior Colleges, *Mental Health Programs, *Paramedical Occupations

The increase in types and numbers of training programs for paraprofessional mental health workers may result in the development of consortium arrangements among training programs at all levels. The topics presented in this document deal with areas of common interest to those involved in such programs. They are: (1) new directions for community college mental health worker programs including peer counseling; (2) behavior modification and the paraprofessional in human service occupations; (3) requirements and techniques for helping people; (4) research skills for mental health workers; (5) poverty research and the poverty community; (6) inquiry as research; and (7) discontinuities in occupational mobility in the mental health related professions. (RN)

**ED 068 081** JC 720 234
*Beals, Ernest W. And Others*
**Study of Massachusetts Two-Year College Students: Implications for Massachusetts Four-Year Colleges and Universities.**
Spons Agency—Massachusetts Central Office of State Colleges, Boston.; Massachusetts Univ., Amherst.
Pub Date Aug 72
Note—43p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Articulation (Program), *Interinstitutional Cooperation, *Junior Colleges, Program Coordination, *Statewide Planning, *Transfer Students
Identifiers—*Massachusetts

The increased mobility of undergraduate students moving from one campus to another in Massachusetts has presented problems for admissions and transfer officers of 2- and 4-year institutions. At a meeting of these officers it was decided to establish a committee to collect transfer student data on a state-wide basis and to conduct state-wide workshops to deal with the problems discovered. A total of 26 colleges and 15,171 freshman and sophomore students participated in the study. Data dealt with student characteristics, aspirations, reasons for attending college, living arrangements, plans for transfer, financial aid, vocational counseling, and major field of study. Recommendations, based on the findings, were: (1) higher educational institutions in the state should confer regarding the transfer

space dilemma; (2) the committee should develop and publish a guideline for articulation; (3) 4-year institutions should publish a brochure for "pre-transfer" students; (4) state agencies should study and establish subject matter articulation guides; (5) 4-year institutions should re-assess financial aid policies for transfers; (6) 2-year colleges should emphasize more career development guidance; (7) central offices and institutions should maintain institutional research programs; and (8) 2-year colleges should investigate the possible need of better serving the "over-30" student group. (RN)

**ED 068 082** JC 720 235
*Sims, Howard D.*
**A Master Plan for Unit Cost Studies Among Community Junior Colleges.**
Florida State Univ., Tallahassee. Dept. of Higher Education.
Spons Agency—Center for State and Regional Leadership, Florida.
Pub Date Aug 72
Note—55p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cost Effectiveness, *Educational Accountability, *Educational Finance, *Junior Colleges, Master Plans, Program Budgeting, *Unit Costs

The need for higher education programs is being challenged, and unit cost studies may become an integral part of the funding process for junior colleges. This paper describes the major tasks in a cost study and reviews the problems encountered in the unit costing efforts. The main tasks are: (1) identifying units of measurement (the language used to convey cost information) e.g., the student credit hour; (2) classification of cost centers, usually functionally-grouped departments, and consistent assignment of cost by unit of product and service; (3) consistent data definitions, both conceptual and technical; (4) data collection, keying data to the functions of the study, whether it be for internal institutional analysis, external institutional comparison, or decision-making; (5) reporting and data utilization, restricting the latter to use for predetermined objectives; and (6) defining level of effort concepts in terms of either input-output orientation or planning and decision-making factors. (RN)

**ED 068 083** JC 720 236
**Success Breeds Success: Basic Studies. 1971-72 Report.**
Tarrant County Junior Coll. District, Ft. Worth, Tex.
Pub Date 72
Note—86p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Basic Skills, *Compensatory Education, Compensatory Education Programs, *Educational Innovation, *Educationally Disadvantaged, *Junior Colleges, Remedial Programs
Identifiers—*Texas

The commitment at Tarrant County Junior College (TCJC, Texas) to meet the needs of all students, including marginal or high risk students, is reflected in their Basic Studies Program, described in this report. (See ED 049 761 for the 1970-71 report). The program integrates methods, materials, and curriculum for 36 semester hours of freshman college-level work applicable toward the AA degree from TCJC. Data are presented on criteria used, students, attrition, academic success, follow-up studies, and graduates. Also, aims and objectives are presented for the courses in the curriculum: communications, reading improvement, personality foundations, career planning, humanities, natural science, and social science. (RN)

**ED 068 084** JC 720 237
*Berko, Roy Merle*
**Speech Programs at Coeducational Community-Junior Colleges.**
Pub Date Sep 71
Note—226p.; Doctoral dissertation, Pennsylvania State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-13,812 Microfilm $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Communication Skills, Doctoral Theses, *Junior Colleges, Oral Communication, *Program Descriptions, Program Improvement, *Speech Curriculum, *Speech Education, Speech Instruction, Surveys

Data for this doctoral dissertation on speech education in public junior colleges were obtained from questionnaires received from 109 randomly selected colleges. Information gathered concerns the nature of the speech program--courses taught and teaching methods, administrative structure, course content, staffing, extracurricular programs, equipment, community services, testing methods, program evaluation, national organization membership, recent program changes, influence of 4-year institutions, administrative, faculty and student attitudes about the speech program, research, scholarship funds, and creative teaching methods. Recommendations concerned teaching methods, course offerings, textbook selection, grading, speech as a requirement, student involvement, teaching personnel, teaching load, class size, research and publication, special programs, scholarships and grants-in-aid, community service, extracurricular activities, and national organizations. (Author/RN)

**ED 068 085** JC 720 238
*Johnson, Milo P.*
**Multimedia System of Individualized Instruction.**
Mount San Jacinto Coll., Gilman Hot Springs, Calif.
Pub Date 72
Note—8p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavioral Objectives, Educational Accountability, Independent Study, *Individualized Instruction, Individual Study, *Instructional Innovation, Instructional Materials, Instructional Materials Centers, *Junior Colleges, *Multimedia Instruction

The multimedia instructional system used at Mt. San Jacinto College (California) provides instruction to help students achieve more of the course objectives. How to write objectives, different ways to utilize media, and individual, small group, and large group instruction are some of the topics discussed. Some advantages of this system are: (1) the student may attend the Instructional Learning Center, where instructors are available, at his convenience; (2) the material is self-pacing; (3) the student becomes an active participant instead of a passive observer; and (4) the media presentation is constant and of high quality. The relationship of multimedia to the accountability system at this college is also discussed. (RN)

**ED 068 086** 24 JC 720 239
*Gillie, Angelo C.*
**The Differential Effects of Selected Programs on the Performance, Degree of Satisfaction and Retention of Community College Women Students. Final Report.**
Pennsylvania State Univ., University Park. Dept. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-1-C-067
Pub Date Oct 72
Contract—OEC-3-71-0127
Note—71p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Performance, Aspiration, *College Freshmen, Comparative Analysis, Females, *Junior Colleges, *Occupational Choice, Participant Satisfaction, Relevance (Education), *Self Concept, *Womens Education

This study, by examining how female post-secondary students view themselves within their college environment, attempts to determine how education can become more relevant for these women. Random samples of freshmen women students from four community colleges were selected according to the type of program in which they were enrolled--human service, business-commercial, or baccalaureate. These groups were examined in terms of four components of their self-concepts: social, occupational, academic and personel. The primary orientation for each respondent was determined, based on interviews at the beginning and end of the freshman year. Data was gathered concerning self-concept, degree of achievement and satisfaction at the end of the freshman year, realism of attitudes, college attended, and father's occupation. Recommendations were: (1) during the summer after high school graduation, female students should be provided with an intensive guidance-counseling service; (2) the study should be continued to detect effects of different schools and curriculum in terms of student profiles; (3) a study should be conducted regarding the effects of prospective marriage on the orientation of freshmen women toward their future; (4) a follow-up study of community college female students should be conducted; and (5) a comparative study of women entering the work force directly after high school graduation and those who first complete a community college program should be initiated. (Author/RN)

**ED 068 087** 08 JC 720 240
*Sainsbury, John C.*
**A Vocational Technical Institute Developmental Program for Commercial Fisheries. Final Report.**
Rhode Island Univ., Kingston.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-6-2166
Pub Date Jul 72
Contract—OEG-1-6-062166-1994
Note—314p.
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—Curriculum Design, *Curriculum Development, *Fisheries, *Junior Colleges, *Marine Technicians, *Vocational Education
Identifiers—*Rhode Island

This document describes the development of a 2-year vocational-technical program in commercial fisheries designed to reduce the traditional training period for fishermen, educate and train future captains for the fishing fleets, and improve the technical and general education level of fishermen. A 72-credit curriculum was developed, three-quarters of which consisted of applied commercial fisheries coursework. All graduating students either entered the fishing industry, an associated marine industry, or continued their education. A wide range of employment opportunities were identified. Staff requirements, qualities, and potential recruitment sources were established. Laboratory facilities, including a wide range of equipment, were developed at a waterfront location and a training vessel, used as a floating laboratory, was outfitted to undertake all principal methods of commercial fishing. Recommendations were developed for establishment of future programs of a similar nature. (Author/RN)

**ED 068 088** JC 720 241
**Cooperative Education at LaGuardia Community College: An Assessment and Description of the Initiation of an Innovative Curriculum. Final Report.**
Soper Associates, Berne, N. Y.
Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.
Pub Date Aug 72
Note—83p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cooperative Education, Curriculum Evaluation, Curriculum Planning, Educational Innovation, Internship Programs, *Junior Colleges, *Program Evaluation, *Work Experience Programs, *Work Study Programs
Identifiers—*New York

La Guardia College (New York) is the only community college in the United States requiring its entire student body to participate in a work-experience program regardless of curriculum choice. This study, conducted by a team of selected consultants, is an assessment of the program based on onsite visits, interviews, and an array of reports and publications. Areas of assessment were: (1) the legal framework, administrative structure and facilities; (2) the college curriculum; (3) the recruitment and enrollment program; (4) student services; (5) the college's self-evaluation program; and (6) the degree of the college's success. Some conclusions were: (1) the curriculum, using an interdisciplinary approach, individualized instruction, and a work internship program, provides a relevant experience for the student; (2) team counseling has proved to be effective and should be further developed to attain its full potential; (3) there is a pronounced need for additional funding sources to aid the financially pressed student; (4) recruitment methods need to be more comprehensive; (5) the college should continue to seek ways to evaluate the degree to which it is meeting its goals and objectives; and (6) the program merits close study by education authorities in other major metropolitan areas. (RN)

**ED 068 089** JC 720 242
**Summary of Responses, Community College Commencement Exercise Survey. Summer 1972.**
College of the Sequoias, Visalia, Calif.
Pub Date 72
Note—10p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Administrative Policy, Administrator Attitudes, *Assembly Programs, *Graduation, *Junior Colleges, Speeches, *Student Participation, Surveys
This document presents the results of a national survey completed by 223 junior colleges about their existing commencement practices. In addition to comments and suggestions about commencement programs, tables are presented for each area: (1) mandatory participation in commencement exercises summarized by regional accreditation association; (2) percentage of eligible students participating in commencement exercises in 1971-72; (3) percentage of graduates participating in commencement exercises in 1972 by institutional size; (4) median percentage of eligible student participation reported by each regional accrediting association for 1962, 1967, and 1972; (5) groups identified as having the greatest degree of participation in commencement exercises; (6) reasons cited for favoring or opposing the continuation of commencement programs; and (7) classification of changes in graduation format and subsequent changes in participation. Concerning continuation of commencement programs, 269 reasons were given in favor of their continuation, and 14 reasons were given opposing it. Over half of the proposed changes in format dealt with the commencement speaker, either eliminating all speeches or replacing an outside speaker with a student, faculty member, or alumnus. (RN)

**ED 068 090** JC 720 243
*Jioia, Joseph*
**Individualized Instruction in Sociology: Myth and Fact.**
Pub Date 72
Note—12p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Course Descriptions, *Course Evaluation, Independent Study, *Individualized Instruction, *Instructional Innovation, *Junior Colleges, Questionnaires, *Sociology, Student Opinion
This study attempts to determine the value of individualized instruction used in three sociology classes at Moraine Valley Community College (Illinois). The classes incorporated a programed learning textbook, measurable behavioral objectives, instructor-student conferences, self-paced learning, and immediate student gratification. A questionnaire to determine pre-course expectations, an evaluation of course procedures, and to compare the course with traditional courses, was returned by 46 of the 54 students in the classes. Some findings were: (1) the major factor influencing a student to take the course was the expectation that he could work at his own pace; (2) individualized instruction appeared to afford the student greater opportunities to assimilate course materials and interact with the instructor; (3) the flexible scheduling did not stimulate learning because too many students tended to procrastinate; and (4) students favored the individualized course to the traditional courses, although they missed having a class identity and class discussions. (RN)

**ED 068 091** JC 720 244
**Status of Spring 1971 Graduates.**
Portland Community Coll., Oreg.
Pub Date Sep 72
Note—36p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Employer Attitudes, *Followup Studies, *Graduate Surveys, Institutional Research, Job Training, *Junior Colleges, Questionnaires, *Vocational Followup
This follow-up study of Portland Community College (PCC, Oregon) graduates was conducted to determine where graduates are, what they are doing, and how well their employers rate their performance. Information was gathered from postcard surveys sent to the 1971 graduates, and subsequent questionnaires sent to these students and to their employers. Some findings were: (1) regarding current status, 309 of the 527 responding were employed, 134 continued their education, and 54 were unemployed; (2) major factors in the choice of school were the available technical programs, finances, location, and desire to increase job skills; (3) over 31% of the graduates were earning between $600 and $750 per month, with 59% earning less than $600 per month; (4) over one-half of the graduates regarded their own initiative as having been the most influential factor in obtaining their first positions; (5) 73% felt that their specialized training helped them to obtain employment; (6) 73% of the employers felt that their employees were better prepared as a result of their college work; and (7) 57% of employers stated that the training of the PCC graduate influenced their decision to hire them. (RN)

**ED 068 092** JC 720 245
**Community College Vocational Cooperative Education: Exemplary Project in Vocational Education Conducted Under Part D of Public Law 90-576. Second Annual Report.**
Coast Community Coll. District, Costa Mesa, Calif.; San Mateo Junior Coll. District, Calif.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Bureau No—Proj-0-361-0069
Pub Date 1 Nov 72
Contract—OEC-0-71-0527(361)
Note—49p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Consortia, *Cooperative Education, *Junior Colleges, Program Administration, Program Effectiveness, *Program Evaluation, *Vocational Education, *Work Study Programs
Identifiers—*California
This is the second annual report concerning a multiple-option design for a cooperative education program used by a consortium of five California community colleges. (For the first annual report, see ED 058 880.) The effectiveness of the program is assessed by analyzing 15 areas such as retention, income, employer attitudes, cost effectiveness, and career training options. Innovative aspects of this cooperative education program include: (1) the use of business, industry and civic agencies within the community as experience laboratories; (2) the use of performance objectives, permitting clearer understanding of cooperative education; (3) an effective method of providing educational assistance for veterans; (4) enabling handicapped students to go beyond the traditional vocational confinement; (5) the use of computers to simplify the process of enrolling, follow-up, evaluation, and articulation; (6) presenting new employment opportunities for women; (7) the use of evaluations by students, supervisors, and employers to measure progress and give direction for the future; (8) the development of career education by combining the community college program with academic and vocational instruction in other educational programs; and (9) the enhancement of academic and skill development in law enforcement programs. (RN)

**ED 068 093** JC 720 246
*Jacobson, Paul E.*
**Managing Chemistry Instruction by Objectives--A Case History.**
Pub Date 72
Note—19p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavioral Objectives, Chemistry, *Chemistry Instruction, *Course Evaluation, Course Objectives, Course Organization, *Junior Colleges, *Student Attitudes
At Tacoma Community College (Washington) a chemistry course was taught using instructional objectives. This document describes the course in terms of writing the objectives, instructional procedures and student attitudes. The instructor's overall conclusions were: (1) student reaction to the use of instructional objectives was very favorable; (2) the instructor's role in the classroom had changed from that of lecturer to discussion leader; (3) a very large amount of course preparation time was required for the written materials; and (4) classroom discussions were lively. Data regarding student performance indicated that what was learned using objectives and repeat testing was about equivalent to that learned with the conventional lecture-discussion method. Most of the students felt that it was easier and more efficient to learn using objectives. (RN)

**ED 068 094** JC 720 247
*Heide, Eugene*
**They Came For the Best Reasons: Some Aspects of Student Choice and Satisfaction at Two-Year Colleges in Southwestern Pennsylvania.**
Pub Date 70
Note—221p.; Ph.D. dissertation, University of Pittsburgh
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-8776 MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Aspiration, *Career Choice, *College Choice, Doctoral Theses, *Junior Colleges, Questionnaires, *Student Attitudes, Student Characteristics
Identifiers—*Pennsylvania
Students at seven junior colleges in southwestern Pennsylvania were studied to determine their reasons for choosing a particular college and whether college attendance helped them realize their goals. Results from 261 student questionnaires were categorized and analyzed by individual campus, sex, and type of program--whether terminal or transfer. The interrelationships between demographic data, reasons for college choice, and measures of satisfaction were analyzed. Some conclusions were: (1) students gave practical reasons for attending 2-year colleges; (2) career planning was unsophisticated; (3) more than two-thirds of the students were pursuing their original career choice; (4) first generation college students have not realized their full potential; and (5) students preferred the low cost and convenience of living at home offered them by junior colleges. Recommendations referred to the need for more effective admissions, placement, and counseling of students and the importance of matching students and programs. (RN)

**ED 068 095** JC 720 248
*Diener, Thomas J.*
**Federal Influence on the Junior College Search for Identity.**
Pub Date 71
Note—22p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Development, *Educational History, *Educational Legislation, Federal Government, *Federal Legislation, Higher Education, *Junior Colleges
This document comments on the history of higher education and the effects of government on the establishment of junior colleges. When the junior college became part of the educational system in the early 1900s, efforts were made to define its function in response to the Office of Education's emphasis on information-gathering and accreditation. A combination of forces, including the early rise of the private 2-year college, higher education traditions, the work and attitudes of accrediting agencies, the operational definition utilized by the Office of Education, and the impact of recent Federal legislation, all contributed to the acceptance of the junior college as an institution in and of American higher education. (RN)

**ED 068 096** 24 JC 720 249
*Palola, Ernest G.* *Oswald, Arthur R.*
**Urban Multi-Unit Community Colleges: Adaptation for the '70s.**
California Univ., Berkeley. Center for Research and Development in Higher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Bureau No—BR-5-0248
Pub Date 72
Contract—OEC-6-10-106
Note—129p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Administrative Organization, Compensatory Education, Compensatory Education Programs, Curriculum Development, *Disadvantaged Youth, *Junior Colleges, *Multicampus Districts, *Urban Education, Urban Environment, Urban Youth
This study examines the relationship between the organizational structure of multi-unit community college districts and the performance of urban campuses in serving disadvantaged students. Emphasis is on the expanding functions and changing structure of urban community col-

leges, the relationship between district office and district colleges, and problems and constraints involved in programing for "new" community college students. Several comprehensive exemplary special programs are discussed in a special chapter. Four key problems found were: (1) the great concern about the possibilities of urban campuses "going black"; (2) the lack of awareness shown by faculty regarding the daily problems and circumstances of life in the ghetto; (3) budgeting models which are not particularly relevant to urban educational programs; and (4) conflict which arises over such matters as basic assumptions and directions, staff recruitment and promotions, assignments, authority relations, and office location. Recommendations were: (1) district offices will be most effective if they act as a coordinating body rather than a governing one; (2) inner-city campuses will be more successful if they have a clearly delimited definition of institutional mission and role and carefully preplanned programs; (3) faculty, to be effective, must be sensitive, knowledgeable and adaptable; (4) community support is needed; and (5) additional sources of money are vitally important. (Author/RN)

**ED 068 097** JC 720 250
*Hallman, William E.*
**Ministry and the Community College.**
Pub Date Sep 72
Note—9p.; Paper presented at a conference, "The Community College and the Church," Forest Park Community College, St. Louis, Missouri, Sept. 13-16, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Church Responsibility, *Church Role, College Role, Community Services, *Human Relations Organizations, *Interagency Cooperation, *Junior Colleges, School Community Relationship
This monograph explores the possibilities for developing a cooperative relationship between the community college and the church that would help both institutions more effectively fulfill their roles and functions. Two community college phenomena that must be considered are the emergence of the "new" student and the new emphasis on community services. Means by which national and regional church agencies and local churches can relate to community colleges are: (1) educating local congregations about the dynamics of the community college; (2) assisting in the formation of groups involving both church and college leaders; (3) developing a communications network for those interested in church/college relations; (4) supporting ecumenical campus programs; (5) sharing resources with the colleges; and (6) developing coalitions to implement special community projects. (RN)

**ED 068 098** JC 720 251
**Student Development: In Concept and Practice in the Community College.**
Appalachian State Univ., Boone, N. C. Dept. of Administration, Supervision and Higher Education.
Pub Date Nov 72
Note—30p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Role, *Developmental Programs, *Junior Colleges, *Student Centered Curriculum, *Student College Relationship, *Student Development, Student Interests, Student Needs
This report, compiled as a class project in the Department of Administration at Appalachian State University (North Carolina), presents the ideals and practical aspects of a truly developmental community college. It includes a definition of student development, a statement on the changing nature of the student, a comparison of the traditional and developmental approaches to in-class experiences, and the stages of development of the fully functioning person. A brief historical background leads up to the growth of the community college and the student development concept. An expanded setting for the community college as it pertains to faculty preparation and teaching methods, the student's diverse needs and interests, and the curriculum which seeks the total development of the individual is discussed. Some conclusions were: (1) the developmental approach to education has as its goal the education of the whole man; (2) the enlarged setting of the developmental community college includes all the resources of the community; (3) the faculty includes the academically trained members as well as those community members with expertise in certain fields; (4) the student must be provided with diverse experiences; (5) today's society requires a curriculum that is experimental, innovative, and research- as well as student-centered. (Author/RN)

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**ED 068 099** LI 003 894
*Hill, Marnesba D., Comp.*
**Bibliography of Puerto Rican History and Literature.**
City Univ. of New York, N.Y. Herbert H. Lehman Coll.
Pub Date Jun 72
Note—34p.;(400 References)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bibliographies, College Libraries, Library Collections, *Library Materials, Periodicals, *Puerto Rican Culture, *Puerto Ricans
This bibliography is a revised compilation of titles in the Herbert H. Lehman College library collection which have a direct relationship to the area of Puerto Rican Studies. For easy reference, the bibliography is divided into five broad categories: Reference Books; Biography; Education; History and Social Science; and Language, Literature, and the Arts. Although some titles might well be placed in more than one category, each title appears only once. Also included is a list of periodicals which may be useful. The bibliography is designed primarily to aid the faculty and students in the Department of Puerto Rican Studies at Lehman College, but it is hoped that it will prove to be a useful listing of resources for other departments at the College and for other libraries of the City University of New York as well. (Author/SJ)

**ED 068 100** LI 003 895
*Navarre, Carolyn And Others*
**Report of the Library Fines Committee.**
Wayne State Univ., Detroit, Mich. Univ. Libraries.
Pub Date Oct 72
Note—14p.;(0 References)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Cost Effectiveness, *Fines (Penalties), Library Circulation, *University Libraries
The Library Fines Committee at Wayne State University reviewed the existing system of loan periods and fines schedules in which high demand materials are loaned out for shorter periods of time with higher fines rates. The committee found the system to be ineffective because although a large amount of overdue materials money is collected, books are still not returned within the allowed loan period. In addition, the costs incurred by the library in collecting fines is excessively high which is mainly due to auditing requirements. There are a large number of small fines processed at high costs. Four ways of reducing the problems were studied: increasing fines, reducing costs by improvements in file maintenance and operating procedures, reducing the amount of overdue material by changing the length of loan, and collection of outstanding fines. The proposed fines schedule and a description of the applicable files are in the appendices to this report. (SJ)

**ED 068 101** LI 003 896
*Baugham, Robyn C.*
**Survey of Information Needs of Educational Information Specialists.**
Maryland Univ., College Park. School of Library and Information Services.
Pub Date 31 May 72
Note—31p.;(0 References)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Education Service Centers, *Information Centers, *Information Services, Questionnaires, Surveys, Teachers
Identifiers—*Educational Resources Information Center, ERIC
In conjunction with the ERIC Clearinghouse on Library and Information Science's sponsored seminar at the University of Maryland School of Library and Information Services on "The Marketing of Information Analysis Products," a mailed questionnaire survey was conducted to investigate the information problems and needs of people who are presently or plan to be active in the operation of educational information centers and in the educational extension agent program. Questions deal with the respondent's professional background, resources of his information service, problem areas and/or limitations, and suggested topics for information analysis products. The results of this survey are meant to aid in the design and development of information analysis products and services that would be precisely tailored to meet the needs of the practitioner who works in this area. (Author)

**ED 068 102** LI 003 897
*Busha, Charles Purcell, Royal*
**The Scientific Investigation of Library Problems.**
Indiana Univ., Bloomington. Graduate Library School.
Pub Date Oct 72
Note—53p.;(44 References); A Proposal for an Introductory Textbook Devoted to the Conduct and Evaluation of Library Science Research
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Graduate Study, Library Education, *Library Research, *Library Science, Research Methodology, Textbook Content, *Textbook Preparation
Identifiers—*Librarianship
With heavy emphasis on the application of the scientific approach to research in library science, this proposal for an introductory textbook presents an overview of the current status of investigations in librarianship and discusses strengths and weaknesses of existing guides. A conclusion is reached that available guidebooks all fall short of meeting the pressing need for a modern, graduate-level research text in library science. The document outlines in detail content of a proposed textbook which the authors feel would aid students in the identification of productive areas for research or problems in need of investigation, create an interest in and an appreciation of research in general, and stimulate students' interest and ability in questioning existing assumptions in library science. An outline of twelve chapters emphasizes that the proposed textbook will aid students in the development of research hypotheses; help them obtain insights into the appropriate procedures for obtaining answers to various problems in each significant mode of research; and provide information to the student on how to collect, analyze, and evaluate quantitative data rigorously in accord with the research question posed in an investigation. (Author)

**ED 068 103** LI 003 898
*Sacks, Patricia Ann And Others*
**Community Services Study.**
Lehigh Valley Association of Independent Coll. Libraries, Pa.
Pub Date Sep 72
Note—26p.;(0 References)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Libraries, *Community Services, Information Needs, Library Networks, *Library Services, Library Surveys, Use Studies
The purpose of this study is to describe the public services extended by the Lehigh Valley Association of Independent College Libraries (LVAIC) to the member colleges and local communities. The study includes observations on the data and the apparent needs of library users in the area, and concludes with several prescriptive recommendations. This exploratory study covers the public services extended to on-location users by the LVAIC libraries. It is based on data readily available in circulation and service reports maintained by each LVAIC library. Tables of the data collected are in the appendix to the report. (Author/SJ)

**ED 068 104** LI 003 899
*Manzo, A. V. And Others*
**Re: Reading and the Library.**
Missouri Univ., Kansas City. Reading Center.
Note—87p.;(0 References); Improvement of Learning Monograph Series No. 1
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adult Basic Education, Independent Study, *Libraries, Library Services, *Literacy, Reading, *Reading Development
Identifiers—Library Role, *Right to Read
Regional conferences on the Right to Read Effort were held with the purpose of having reading

specialists address librarians concerning the peoples' right to read. One paper of this volume surveys reading in America, outlines problems of extending the right to read to all, and indicates possible means of action. Another entry views the library as an independent learning center designed to serve undereducated adults, primarily by improving reading skills. The authors urge librarians to expand their supportive role to include the development and certification of planned independent study programs. The overriding purpose of the specialists is to provide ideas to librarians so that they may develop a more explicitly educational function for the library--particularly with reference to advancing the cause of total literacy. (Author/SJ)

**ED 068 105** LI 003 900

**Selected Materials on Drug Abuse and Misuse.**

Vigo County Public Library, Terre Haute, Ind.

Report No—ML-471

Note—8p.;(39 References)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Drug Abuse, *Drug Education, Films, Information Centers, Instructional Aids, *Library Collections, Library Services, Lysergic Acid Diethylamide, Marihuana, Narcotics, Phonograph Records, *Public Libraries, Realia, Stimulants

The Vigo County Public Library has a Center for Drug Information which contains pamphlets, leaflets, newsletters, realia kits, films, records, cassettes, slides, educational aids and other materials on drug use, abuse and education. The materials in this list were selected for their relevance to the needs of local groups and organizations in planning and conducting educational programs. A short description, publisher and price information are given for each entry. (SJ)

**ED 068 106** LI 003 901

*Zurkowski, Paul G.*

**Motion of Information Industry Association for Leave to File Brief Amicus Curiae and Brief of Information Industry Association Amicus Curiae [in the Case of Donald Goldstein et. al. v. State of California, in the Matter of State vs. Federal Copyright Infringement Remedies.] In the Supreme Court of the United States, October Term, 1971.**

Information Industry Association, Washington, D.C.

Pub Date Oct 71

Note—20p.;(5 References)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Copyrights, Court Cases, Electronic Data Processing, Federal Laws, *Information Science, State Laws

Identifiers—*Information Industry Association

The question raised here, whether state criminal laws can be applied to subject matter also addressed by federal copyright law, is of immediate interest to the information industry. This brief Amicus Curiae deals with the need of the industry and the public generally for remedies on which the growth of the information tools and resources needed to handle the exploding supply of information raw materials today has been based. The real question is whether the resort to state law remedies is in conflict with the copyright policies of Congress. The Brief argues that a state law which prohibits unfair business practices is invalidated by the supremacy clause of the Constitution only if it is in conflict with Congressional policy, and that Congressional intent to not supersede state laws with respect to duplication of sound recordings is clear. It is concluded that federal preemption of state law is simply statutory construction and that there is no constitutional preemption. In this case there is substantial evidence of Congressional intent, not only to preserve rights created under state law, but to incorporate them as part of a total copyright scheme. (Author/SJ)

**ED 068 107** LI 003 902

*Draper, L. A.*

**Interuniversity Transit System. Annual Reports: 1969-1972.**

Ontario Council of Univ. Librarians (Canada).

Pub Date 72

Note—31p.;(0 References)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Annual Reports, Foreign Countries, *Interlibrary Loans, Library Circulation, Library Materials, *Library Networks, Statistical Data, *University Libraries

Identifiers—*Canada

The idea of the transit of academic materials among Ontario's fourteen provincially-supported universities was conceived of and then operated since 1967 by the Ontario Council of University Libraries. Contained herein are the four annual reports of the Interuniversity Transit System (IUTS) when it was a part of York University. The system is to continue under another agency. Each report contains a brief narrative portion and various statistical data. (SJ)

**ED 068 108** LI 003 903

*Mount, Ellis*

**University Science and Engineering Libraries--A Survey.**

Columbia Univ., New York, N.Y. The Libraries.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date Sep 72

Note—33p.;(0 References)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Engineering, Librarians, Library Collections, Library Facilities, Library Services, Library Surveys, *Sciences, *Special Libraries, *University Libraries

A project sponsored by the Council on Library Resources in which the science and engineering libraries at 22 selected universities were studied is summarized in this report. The study was concerned with only certain aspects of such libraries, namely collection development, reader services, physical facilities, and professional staff attitudes and background. Twenty of the universities are in the United States, and two in Canada. The proposal was to examine the campuses at first hand and then interview not only librarians but also a selected number of faculty members and students. The purpose was to try to get a balanced view of the actual status of these libraries. Medical libraries were excluded in order to avoid having too broad a scope for the project. This report describes the plan for carrying out the project, the detailed results, and some general conclusions. Descriptions of the library systems in the study and copies of the survey questionnaires are appended. (Author/SJ)

**ED 068 109** LI 003 904

*Lipsman, Claire K.*

**The Disadvantaged and Library Effectiveness.**

American Library Association, Chicago, Ill.

Pub Date 72

Note—204p.;(10 References)

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611

**Document Not Available from EDRS.**

Descriptors—Books, Community Involvement, *Culturally Disadvantaged, *Disadvantaged Groups, Library Programs, *Library Services, Objectives, Program Evaluation, *Public Libraries, *Urban Areas

Identifiers—*Library Role

A study which would illuminate the problems of library service in urban low-income areas by examining a cross section of program approaches, target groups, and scopes of effort is reported in this book. This report is not an evaluation, but rather a pilot exploration of alternative approaches for reaching desired goals. The report is concerned with the social utility of libraries and with the factors that appear to be requirements for effective programs. To achieve the study objectives, library programs and practices in low-income neighborhoods were examined in a number of cities. In each of fifteen cities data were collected in four subject areas: (1) the needs and interests of the community residents, (2) library services in relation to other available community resources, (3) the nature and scope of the neighborhood library program and its relation to the rest of the library system and (4) available measures of the impact or effectiveness of the program. This report presents findings which should be useful to those who are concerned with the future of the library as an institution with a social function. (Author/NH)

**ED 068 110** LI 003 905

*Joffe, Ruth*

**Determining the Effectiveness of the Use Made of the Industrial and Management Engineering Library.**

Technion--Israel Inst. of Tech., Haifa.

Pub Date Jul 71

Note—76p.;(22 References)

Available from—The Library, Faculty of Industrial & Management Engineering, Technion--Israel Institute of Technology, Haifa, Israel (No charge)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Library Services, Library Surveys, *Special Libraries, Technical Institutes, University Libraries, Use Studies

The developmental process and rapid growth of a library create various problems which surround the services offered to patrons. The library should possess accurate information concerning all aspects of its operation and be aware of its measure of usefulness, thus necessitating periodic reappraisal of the existing situation and assessing questions concerning the attitude and behaviour of the user population, and the efficiency with which services are performed. Our study attempts to determine the effectiveness of the use made of the Industrial and Management Engineering Library at the Technion - Israel Institute of Technology, and is the first research of its kind to be conducted by this library. Functions of the library are outlined, problems presented, and the pattern and purpose of library visits are investigated. An attempt is made to explore, analyze and describe, key aspects in the provision and use of services rendered to faculty, staff and students. Chapters deal with data collection by means of two surveys, explain the sample chosen, and methodology of the study. Results are analyzed by means of numerous tables and, where necessary, discussions conclude the sections. The appendices include questionnaire examples and other relevant material used in the survey, as well as statistical tables. (Author)

**ED 068 111** LI 003 906

*Buckland, Michael K. Tolliver, Don L.*

**Library Systems Engineering: An Introduction.**

Purdue Univ., Lafayette, Ind. Instructional Media Research Unit.

Report No—IMRU-04-72

Pub Date [72]

Note—9p.;(15 References)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Information Storage, Librarians, *Libraries, Library Circulation, Library Networks, Library Services, Management Games, *Operations Research, *Systems Approach, University Libraries

The application of systems engineering and operations research to the problems of libraries has developed quite strongly during the past five years. The purpose of this paper is to draw attention to this relatively new area. There are serious problems of applying systems engineering to libraries. This is to be expected in the case of a non-profit-making situation where the end product is an intellectual rather than a physical one. Furthermore, although librarians do commonly have an academic orientation, this is usually in the humanities rather than science or engineering. This is quite clearly reflected in library research which commonly includes substantial data collection but no models or hypotheses. Nevertheless, the past few years have seen a significant development in the application of systems engineering to library problems. The achievement, though real, is still quite limited--especially where the behavioral aspects of library use are concerned. There is, in library systems engineering, a need and a challenge. (Author/SJ)

**ED 068 112** LI 003 907

*Pinzelik, Barbara P. Tolliver, Don L.*

**Statistical Collection Simplified within the Purdue General Library. Part I.**

Purdue Univ., Lafayette, Ind. Instructional Media Research Unit.

Report No—IMRU-05-72

Pub Date Oct 72

Note—3p.;(0 References)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Cost Effectiveness, *Data Collection, *Library Materials, Statistical Data, *Statistical Studies, University Libraries, *Use Studies

While current information on the dynamics of a library is essential, some concern has been expressed about the efficiency of the statistical collecting procedures as well as the usefulness of the statistical data collected at the Purdue University Libraries. Task priorities based on objectives and the significant cost factor of staff time, dictate that alternatives must be examined for arriving at library utilization figures. The objective of this report is to provide an initial step for simplifying the gathering of statistics by determining if there

is some relationship between the various statistics collected. The primary focus is upon two of the major time-consuming statistics collected: materials checked out for home use, and materials used within the library. Results indicate that library use statistics can be predicted based on data collected about home use. It is recommended that the library use statistics recording be dropped using instead a figure computed from the home use count. (Author/SJ)

**ED 068 113** LI 003 908
*Farquhar, John Boehm, Barry*
**An Information System for Educational Management, Vol I: Design Considerations.**
Rand Corp., Santa Monica, Calif.
Spons Agency—Los Angeles Unified School District, Calif.
Report No—R-930-LACS
Pub Date Dec 71
Note—42p.;(4 References)
Available from—The Rand Corp., 1700 Main St., Santa Monica, Calif. 90406 ($2.00)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Decision Making, *Design, Education, *Educational Accountability, *Educational Administration, Educational Programs, Information Needs, *Information Systems, *Management Information Systems, Program Budgeting
Identifiers—LAUSD, *Los Angeles Unified School District
The design of an information system for the Los Angeles Unified School District (LAUSD) is described in this the first in a series of six reports. The system is designed to support educational accountability--the concept that schools and educators should be held responsible (accountable) for educational results. The information system represents an attempt to introduce accountability by implementing and supporting program budgeting, a management philosophy and methodology that aids decisionmaking under resource constraints. The report identifies and discusses general information system goals; it describes the guidelines for information system design and implementation; it specifies the information requirements of District decisionmakers operating in an accountability/program budgeting environment; and it concludes by enumerating and discussing guidelines concerning methods of information collection, storage, and dissemination. (Other reports in this series are: LI003909 through 003912). (Author/NH)

**ED 068 114** LI 003 909
*Rapp, Marjorie*
**Information System for Educational Management, Vol. 2: Data Requirements for Accountability.**
Rand Corp., Santa Monica, Calif.
Spons Agency—Los Angeles Unified School District, Calif.
Report No—R-931-LACS
Pub Date Dec 71
Note—27p.;(1 Reference)
Available from—The Rand Corp., 1700 Main Street, Santa Monica, Calif. 90406 ($2.00)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Data Collection, Decision Making, Education, *Educational Accountability, *Educational Administration, Educational Programs, *Information Dissemination, *Information Systems, Management Information Systems, Program Budgeting
Identifiers—LAUSD, *Los Angeles Unified School District
The basic data requirements for making educational program decisions in an accountability-oriented setting with the school principal as the focal point of the process are detailed in this report. The emphasis is on collecting and disseminating data now available within the school system. These data fall into six categories: school descriptors, student data, data about teachers, data about other staff members, administrator data, and classroom descriptors. Such data, together with a description of the instructional programs, provide the basis for evaluating individual programs and considering alternative programs to achieve a stated objective. With this information readily available, the basis for educational decisionmaking is improved. Also, the administrator who is accountable to the community, can make explicit the rationale for decisions affecting the programs for which he is responsible. (Other reports in this series are available as: LI003908 and LI003910 through 003912). (Author)

**ED 068 115** LI 003 910
*Donaldson, Theodore*
**An Information System for Educational Management, Vol 3: Data Requirements for Evaluation; A Review of Educational Research.**
Rand Corp., Santa Monica, Calif.
Spons Agency—Los Angeles Unified School District, Calif.
Report No—R-932-LACS
Pub Date Dec 71
Note—73p.;(106 References)
Available from—The Rand Corp., 1700 Main St., Santa Monica, Calif. 90406 ($3.00)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Data, Decision Making, Education, *Educational Accountability, *Educational Administration, Educational Programs, *Educational Research, Evaluation, Evaluation Criteria, Information Needs, *Information Systems, Management Information Systems
Identifiers—LAUSD, *Los Angeles Unified School District
The determination of what data are available for evaluation and accountability, and what further data are needed are the aims of the educational research survey reported. The results are presented in four chapters dealing respectively with Measures of Educational Outcome, Teacher Effects, Instructional Effects, and Student Characteristics. Inasmuch as schools and innovated education programs are being evaluated by standardized achievement tests, a crucial and immediate need exists to improve test design, concept, scoring, and administration. When student achievement is applied as a criterion of teacher effectiveness, some teacher classroom behavior appears to be consistently associated with better student achievement. Studies of instructional methods used in classroom and curriculum design have produced few consistent and positive results. Findings indicate that, to be effective, educators must develop methods tailored for individual ability. The research surveyed here carries implications for evaluation and accountability, and for designing data systems to support them. (Other reports in this series are: LI003908 and 003909, and LI003911 and 003912). (Author/NH)

**ED 068 116** LI 003 911
*Farquhar, John And Others*
**An Information System for Educational Management, Vol. 4: Functional Design.**
Rand Corp., Santa Monica, Calif.
Spons Agency—Los Angeles Unified School District, Calif.
Report No—R-933-LACS
Pub Date Dec 71
Note—78p.;(4 References)
Available from—The Rand Corp., 1700 Main St., Santa Monica, Calif 90406 ($3.00)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Decision Making, *Design, Education, *Educational Accountability, *Educational Administration, Educational Programs, Information Needs, *Information Systems, Management Information Systems, Program Budgeting, *Systems Analysis
Identifiers—LAUSD, *Los Angeles Unified School District
The functional design of the information system proposed for the Los Angeles Unified School District (LAUSD) is detailed in this report. The design specifies input data, processing, file formats, and report formats. The implemented system will provide information in four general areas: personnel, program/budget, educational results, and community profile. Many information needs are not specifically provided for because existing information systems serve these functions within the District. For descriptive purposes, the information system may be divided into five subsystems. Four provide data in the categories listed above; the fifth, an inquiry system, allows the decisionmaker to access all information reposited within the system. Each subsystem is described. (Other reports in this series are: LI 003908 through 003910 and LI 003912). (Author)

**ED 068 117** LI 003 912
*Dougharty, Lawrence Haggart, Sue*
**An Information System for Educational Management, Vol. 6: An In-Service Training Program.**
Rand Corp., Santa Monica, Calif.
Spons Agency—Los Angeles Unified School District, Calif.
Report No—R-935-LACS
Pub Date Dec 71
Note—23p.;(19 References)
Available from—The Rand Corp., 1700 Main St., Santa Monica, Calif. 90406 ($2.00)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Course Content, *Decision Making, *Educational Administration, Information Needs, *Information Systems, *Information Utilization, *Inservice Programs
Identifiers—LAUSD, *Los Angeles Unified School District
The information system for the Los Angeles City School District has been designed to provide relevant information in a readily available and concise manner. Equally important to the effectiveness of the information system, however, is that the decisionmaker have the capability to actually use the information. This report describes an in-service training program that will help insure that the decisionmaker has the necessary tools to process the information provided by the system in a productive manner. The course content of the program covers the basic concepts and tools needed in order to use the information generated. Special emphasis is given to an orientation to the information system in terms of its inputs and outputs. A format for conducting the in-service training program is suggested. This format includes the time period of instruction, the method, the materials and the nature of the participants and the staff. (Other reports in this series are: LI003908 through 003911). (Author)

**ED 068 118** LI 003 913
*Tolliver, Don L.*
**A Pilot Survey of the Indiana Library Network System.**
Purdue Univ., Lafayette, Ind. Instructional Media Research Unit.
Pub Date 1 Feb 72
Note—24p.;(0 References)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Communication Problems, Evaluation, *Interlibrary Loans, Libraries, *Library Cooperation, *Library Networks, *Library Services, Library Surveys, *Public Libraries, State Programs, Telecommunication
Identifiers—*Indiana, Teletype Writer Exchange, TWX
A survey of twelve public libraries was conducted to determine the effects of the Teletype Writer Exchange (TWX) on library service in the State of Indiana. The centers seem to try very hard to provide excellent service for their satellites, and the satellites overwhelmingly support the centers. The TWX System is not being overtaxed consistently by any of the satellites visited. The centers reported that several of their satellites do not use the system very often while others make moderate but steady demands. Each center and satellite did its best to verify all necessary information for each request. All of the nonmember libraries visited reported that they searched their own collection first before requesting materials either by TWX or Interlibrary Loan (ILL) procedures. Record keeping concerning request success and failure rates varies from library to library regardless of whether they belong to the TWX Network or not. Seventeen recommendations which will assist in improving the TWX service are made. (Author/NH)

**ED 068 119** LI 003 914
*Kaungamno, Ezekiel E.*
**After Literacy What Next? The Role of Libraries in Post Literacy Adult Education. National Adult Education Association of Tanzania Seminar (November 17 and 18, 1972).**
Dar es Salaam Univ. (Tanzania). Inst. of Adult Education.
Pub Date Nov 72
Note—7p.;(7 References)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, Adult Literacy, Books, Foreign Countries, Library Material Selection, *Library Services, *Literacy Education, *Public Libraries, *Reading Materials
Identifiers—*Library Role, Tanganyika

The role of libraries with regard to post-literate people is to provide suitable follow up reading material for these people so that they do not relapse into illiteracy. A public library service plays an indispensable part in any progressive educational system. It is particularly essential for the success of any literacy campaign and the adult education program in general. The part the Tanganyika Library Service plays in post-literacy education is the subject of this paper. The Tanganyika Library Service has been given the responsibility of promoting, establishing, equipping, managing, maintaining and developing libraries in mainland Tanzania. Emphasis of the current Five Year Development Plan (1969-1974) is on the extension of services to rural areas. The Tanganyika Library Service promotes the publication of books by guaranteeing a market for new books through the purchase of multiple copies which are distributed to all service points in the country. The role of the library in post-literate programs is especially important in countries with a small per capita income for it is the only source of free reading material. (Author/NH)

**ED 068 120** LI 003 915
**Penny Theater.**
Montgomery County Dept. of Public Libraries, Rockville, Md.
Note—8p.;(0 References)
Available from—Department of Public Libraries, Montgomery County, County Office Building, Rockville, Md. 20850 (no charge; stamped, self-addressed envelope must accompany all requests)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Construction (Process), Libraries, Library Materials, Library Programs, *Public Libraries, *Theaters
Identifiers—*Penny Theater
The complete directions for constructing a Penny Theater for public library use are provided. It includes: the dimensions and materials needed, curtains and drops required for scenery, and necessary lights. The entire construction procedure is clearly illustrated. (NH)

**ED 068 121** LI 003 916
*Reich, David L.*
**The Dallas Public Library Independent Study Project.**
Dallas Public Library, Tex.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date Aug 71
Note—21p.;(0 References); Project Proposal is appended
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, *Community Involvement, Continuing Education Centers, Educational Programs, Independent Study, Libraries, *Library Programs, *Library Services, *Public Libraries
Identifiers—CLEP, College Level Examination Program, *Dallas Public Library, Library Role, National Interest Council, Southern Methodist University
In January 1970 the Council on Library Resources (CLR) arranged a meeting to introduce the Dallas Public Library to the College-Level Examination Program (CLEP) and to the idea of a project in which the Library would assume the role of acting as a center for CLEP information and providing assistance to CLEP candidates. The historical background of this project is presented in this report. It was agreed that, to determine the effectiveness of the public library in this area of adult education, a project of two years duration would be required. In determining the Library's effectiveness, the Library would be demonstrating whether or not public libraries are at this time prepared to assume this role in adult education. Five Branch Libraries of the Dallas Public Library System were selected to act as model public libraries in the project; they differ from each other in size of facility, staff, and collection, and they serve quite different socio-economic-cultural-ethnic communities. A copy of the proposal for the project is appended. (Related documents are LI003917 through 003919). (Author/NH)

**ED 068 122** LI 003 917
*Reich, David L.*
**The Dallas Public Library Independent Study Project: [Two Presentations].**
Dallas Public Library, Tex.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date 72
Note—33p.;(4 References)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, *Community Involvement, Continuing Education Centers, Educational Programs, Independent Study, Libraries, *Library Programs, *Library Services, *Public Libraries
Identifiers—CLEP, College Level Examination Program, *Dallas Public Library, Library Role, National Interest Council, Southern Methodist University
A history of the Independent Study Project (ISP) as well as a report of the progress of the Project is presented. The presentation is divided into several parts: the history of the Project, what is actually proposed, what was done during the first six months of the Project, and what is being attempted now. The presentation concludes with an evaluation of the Project in terms of the whole area of higher education. The second presentation included in this document is taken from a paper presented at the Southwestern Regional Meeting of the College Entrance Examination Board and the College Scholarship Service Assembly on February 17, 1972. This presentation contains essentially the same information as the first with a slightly different slant. (Related documents are: LI003916, 003918 and 003919). (NH)

**ED 068 123** LI 003 918
*Brooks, Jean*
**Report to the National Interest Council: March 7 and September 15, 1972.**
Dallas Public Library, Tex.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date 72
Note—37p.;(0 References)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, *Community Involvement, Continuing Education Centers, Educational Programs, Independent Study, Libraries, *Library Programs, *Library Services, *Public Libraries
Identifiers—CLEP, College Level Examination Program, *Dallas Public Library, Library Role, National Interest Council, Southern Methodist University
To outline what has been accomplished within the first six months period of the Independent Study Project (ISP) without delineating minute detail is the purpose of this report. While it is a "state of the art" report, it should be recognized that a continual trial and error and evaluation process has been and is still being engaged in by all participants. The SMU faculty's interest and cooperation in the total project and the empathy of those who have conducted workshops and provided tutorial guidance have greatly enhanced the image of ISP. The statistical sheet which indicates College-Level Examination material requested, number and types of inquiries, and the number of study guides taken is attached. A copy of the first workshop schedule is also attached. At the end of the first six months of ISP it is obvious that tremendous numbers of independent students rushing through the library doors is not happening. No one knows how many independent students should be expected to come through those library doors. It is too early to say more than that the Project has been a stimulating library learning experience. (Related documents are: LI003916, 003917, and 003919). (Author/NH)

**ED 068 124** LI 003 919
*Maynard, Betty J.*
**Evaluator's Report to the National Interest Council: March 1 and September 15, 1972.**
Dallas Public Library, Tex.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date 72
Note—34p.;(0 References); Independent Study Project
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, *Community Involvement, Continuing Education Centers, Educational Programs, Evaluation, Independent Study, Libraries, *Library Programs, *Library Services, *Public Libraries
Identifiers—CLEP, College Level Examination Program, *Dallas Public Library, Library Role, National Interest Council, Southern Methodist University
The Independent Study Project of the Dallas Public Library has as its primary goal the testing of the feasibility of utilizing an existent public institution, the library, for enabling qualified persons to earn credits toward a degree through independent study and examination. More proximate goals are: (a) the assessment of demand locally for college credits through independent study, and (b) an assessment of the Dallas Public Library's capability for meeting the demand within its present resources for personnel, book funds and equipment. In the first report, and evaluation of the attainment of these goals is premature and can only be descriptive of what has occurred since the inception of the program in September 1971. The second report is the analysis of feedback information from individuals who have made inquiries about the Independent Study Project. Items included on the questionnaire will be utilized in assessing the following aspects of the program: (1) Information Media Through Which Participants Heard of ISP, (2) Type of Information Received, (3) Activity Level of Participants in Program, (4) Aid Received From Librarians, (5) Participation in Workshops, (6) Demographic Profile of Participants, and (7) Personal Characteristics of Participants Related to Their Activity in Program. (Related documents are LI003916 through 003918). (Author/NH)

**ED 068 125** LI 003 921
**Information Sciences: Data and Information Handling, Storing, Retrieving and Dissemination. Vol. I.**
Defense Documentation Center, Alexandria, Va.
Report No—DDC-TAS-72-5-1
Pub Date Mar 72
Note—274p.;(199 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-739 600, MF $.95, HC $3.00)
**Document Not Available from EDRS.**
Descriptors—Bibliographies, Documentation, *Information Dissemination, *Information Retrieval, *Information Science, *Information Storage, Information Systems, Libraries, Subject Index Terms, Thesauri
The bibliography is a compilation of annotated references on information sciences: data and information handling, storing, retrieving and dissemination, and is volume I in a four-volume set on information sciences. It is a revision to the unlimited references in two earlier bibliographies, AD-829 001 and AD-829 002, on the same subject. This volume includes references on storage and retrieval techniques; file updating; thesaurus building and information dissemination research. References pertaining to bibliography of bibliographies have been excluded since they are already available in the system. Corporate author-monitoring agency, subject, title and personal author indexes are included. (Related documents are LI003922 through LI003924). (Author)

**ED 068 126** LI 003 922
**Information Sciences: Information Centers and Special Libraries. Vol. II.**
Defense Documentation Center, Alexandria, Va.
Report No—DDC-TAS-72-5-2
Pub Date Mar 72
Note—157p.;(107 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-739 610, MF $.95, HC $3.00)
**Document Not Available from EDRS.**
Descriptors—Automation, Bibliographies, Cataloging, Classification, *Documentation, *Information Centers, Information Dissemination, *Information Retrieval, *Information Science, *Special Libraries, Subject Index Terms
The bibliography is a compilation of annotated references on information sciences: information centers and special libraries and is volume II in a four-volume set on information sciences. It is a revision to the unlimited references in two earlier bibliographies, AD-829 001 and AD-829 002. Volume II includes references on technical information centers and special library operations. Corporate author-monitoring agency, subject, title, and personal author indexes are included. (Related documents are LI003921, 003923 and 003924). (Author)

**ED 068 127** LI 003 923
**Information Sciences: Information Processing Systems and Techniques. Vol. III.**
Defense Documentation Center, Alexandria, Va.
Report No—DDC-TAS-72-5-3

Pub Date Mar 72
Note—308p.;(223 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-739 620, MF $.95, HC $6.00)
**Document Not Available from EDRS.**
Descriptors—Automation, Bibliographies, *Documentation, Information Dissemination, *Information Processing, *Information Retrieval, *Information Science, *Information Systems, Libraries, Linguistics, Subject Index Terms, Surveys, Use Studies

The bibliography is a compilation of annotated references on information sciences: information processing systems and techniques and is volume III in a four-volume set on information sciences. It is a revision to the unlimited references of the earlier bibliographies, AD-829 001 and AD-829 002, on the same subject. Volume III contains references on information systems, testing techniques, user studies, surveys and requirements, symposia, meetings, conferences, STINFO (Scientific and Technical Information Project) activities and supporting research. Corporate author-monitoring agency, subject, title, and personal author indexes are included. (Related documents are LI003921, 003922 and 003924). (Author)

**ED 068 128** LI 003 924
**Information Sciences: Conferences, Symposia, Reviews, Supporting Research and STINFO Activities. Vol. IV.**
Defense Documentation Center, Alexandria, Va.
Report No—DDC-TAS-72-5-4
Pub Date Mar 72
Note—232p.;(166 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-739 630, MF $.95, HC $3.00)
**Document Not Available from EDRS.**
Descriptors—Automatic Indexing, Automation, Bibliographies, Cataloging, Classification, Conferences, *Documentation, Information Dissemination, *Information Retrieval, *Information Science, Information Systems, Libraries, Linguistics, Subject Index Terms, Symposia

The bibliography is a compilation of annotated references on information sciences; conferences, symposia, reviews, supporting research, and STINFO (Scientific and Technical Information Project) activities and is volume IV in a four-volume set on information sciences. It is a revision to the unlimited references in the earlier bibliographies, AD-829 001 and AD-829 002, on the same subject. Volume IV includes references on reviews, symposia, meetings, conferences, STINFO activities, and supporting research. Corporate author-monitoring agency, subject, title, and personal author indexes are included. (Related documents are LI003921 through LI003923). (Author)

**ED 068 129** LI 003 925
*Neal, K. W.*
**Library Guide to Education, 2nd (Library) Edition.**
Pub Date 71
Note—70p.;(230 References)
Available from—K. W. Neal, 7, Church Road, Wilmslow, Cheshire SK9 6HH, England ( 0.80 per copy; 0.50 in quantity)
**Document Not Available from EDRS.**
Descriptors—Bibliographies, Education, Foreign Countries, *Library Materials, Resource Guides, *Teacher Education
Identifiers—*England

Th· center of every teacher training course is a common core of education, composed of its theory, philosophy, psychology, history and practice. This volume is a guide to selected literature of the subject intended for students of British teacher training colleges. Its purpose is to complement and reinforce instruction given by a college librarian. Additional information is provided on reading and notemaking techniques, writing essays and answering examination questions. (Author/SJ)

**ED 068 130** LI 003 926
*Kehl, W. B. And Others*
**Center for Information Services Fourth Quarterly Progress Report, Phase IIB; Detailed Design and Prototype Development, 1 October 1971 to 31 December 1971.**
California Univ., Los Angeles. Campus Computing Network.; California Univ., Los Angeles. Inst. of Library Research.; California Univ., Los Angeles. Library.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Pub Date 72
Note—18p.;(0 References)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Annual Reports, Computers, Electronic Data Processing, *Information Centers, *Information Services

The administrative activity, including organization, staff, budget and external contacts, and the technical progress of IPS development, experimental service, workshops, documentation and related activities of the Center for Information Services (at the University of California, Los Angeles) are reported upon in this document. Pages 9 and 10 may be illegible.) (Related materials are available from the National Technical Information Service as PB 201 754 through PB 201 760 and were announced in GRA 71-18.) (SJ)

**ED 068 131** LI 003 927
*Scheffler, F. L. March, J. F.*
**Determination of the Consistency of Relevance Judgments and the Reliability of Search Strategies Among Information Specialists for the Aerospace Materials Information Center.**
Dayton Univ., Ohio. Research Inst.
Spons Agency—Air Force Materials Lab., Wright-Patterson AFB, Ohio.
Report No—AFML-TR-72-51
Pub Date Apr 72
Note—100p.;(0 References)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Information Retrieval, *Information Scientists, Information Systems, *Relevance (Information Retrieval), *Search Strategies
Identifiers—*Aerospace Materials Information Center, AMIC

The ability of various Aerospace Materials Information Center (AMIC) information specialists to prepare search strategies for document retrieval was studied by providing ten typical search request statements to seven information specialists. Each specialist prepared search strategies independently. Significant variations occurred among the strategies, although even with these variations reasonably consistent document returns resulted. The experiment indicated that the proper interpretation of a search request and the conversion of the request to an appropriate search strategy even with a well-established thesaurus is a considerably more difficult task than indexing. In another experiment, the consistency of relevance judgments among information specialists was examined. Relevance judgment is more difficult than indexing and search strategy preparation. Agreement on nonrelevance is better than agreement on relevance. The system of relevance judgment, according to nonrelevant, partially relevant and relevant, appears optimum for AMIC. Communication between the requester, the information specialist and the retrieval system itself are of prime importance. Because of certain human interactions which must occur, some variability is unavoidable. However, current AMIC procedures of searching to achieve high recall and screening the results for relevance provide good results to the ultimate requester. (Author)

**ED 068 132** LI 003 928
*Williams, Martha E. And Others*
**Educational and Commercial Ut:lization of a Chemical Information Center, Four Year Summary.**
Illinois Inst. of Technology, Chicago. Computer Search Center.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Report No—C6156-18
Pub Date 30 Jul 72
Note—425p.;(0 References)
**EDRS Price MF-$0.65 HC-$16.45**
Descriptors—Annual Reports, *Chemistry, Computers, Data Bases, *Information Centers, *Information Retrieval, Information Services, Search Strategies, Use Studies

The major objective of the IITRI Computer Search Center is to educate and link industry, academia, and government institutions to chemical and other scientific information systems and sources. The Center was developed to meet this objective and is in full operation providing services to users from a variety of machine-readable data bases with minimal restrictions and a high degree of flexibility. A new modular machine-independent PL/1 software system was developed for handling virtually any bibliographic-type data base. Research is conducted and statistics maintained to continuously study, monitor, and improve Center components, including data bases, profiles, systems, personnel functions, and user services. Education and training is provided through seminars, workshops in profile preparation, and a graduate course in "Modern Techniques in Chemical Information." The educational and marketing efforts familiarize users and potential users with the many advantages of computerized retrieval, which are the raison d'etre for the Center, including: access to wide coverage; thoroughness of search; consistency of search; interdisciplinariness of data bases; high recall; speed of search; regularity of information dissemination; timeliness; automated personal file preparation and maintenance; and cost effectiveness. (A number of pages may be illegible.) (Author/SJ)

**ED 068 133** LI 003 929
*Williams, John H., Jr.*
**Research on Automatic Indexing, Classification, and Abstracting Techniques. Final Report.**
International Business Machines Corp., Gaithersburg, Md. Federal Systems Div.
Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.
Pub Date Apr 71
Note—4p.;(7 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-723 168, MF $.95, HC $3.00)
**Document Not Available from EDRS.**
Descriptors—*Abstracting, *Automatic Indexing, *Classification, Documentation, Information Processing, Research Projects, Statistical Analysis, Technical Reports

The report very briefly summarizes the research performed during the contract period March 1, 1964, to February 28, 1971. The emphasis of the research was on the discovery and development of techniques for automatically indexing and classifying documents. The research was limited to statistical techniques rather than semantic or syntactic. A bibliography of technical reports published is included. (Author/SJ)

**ED 068 134** LI 003 930
*Ramsey-Klee, Diane M.*
**Navy Medical Information Storage and Retrieval System: Navy MEDISTARS. TR-1-71-Part 2, Manual of Indexing Terms; First Edition.**
R-K Research and System Design, Malibu, Calif.
Spons Agency—Office of Naval Research, Washington, D.C.
Pub Date Apr 71
Note—275p.;(19 References)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-724 307, MF $.95, HC $3.00)
**Document Not Available from EDRS.**
Descriptors—Data Bases, Electronic Data Processing, *Indexing, Information Retrieval, Information Storage, *Information Systems, *Medical Case Histories, Medical Research, Military Personnel, Neurosis, Psychiatry, Thesauri
Identifiers—*Navy Medical Information Storage and Retrieval Sys

A computer-based information storage and retrieval system was designed and implemented for processing Navy neuropsychiatric case history reports. The system design objectives were to produce a dynamic and flexible medical information processing tool. The system that was designed has been given the name NAVY MEDical Information STorage and Retrieval System (NAVY MEDISTARS). A dictionary of 519 indexing terms was formulated to index case history reports for computer input. An initial 100-case sample of anonymous case history reports for neurotic patients, supplied by the Navy Medical Neuropsychiatric Research Unit, was indexed, prepared for input, and processed by the NAVY MEDISTARS system. Reliability studies were conducted of indexing procedures and of system responsiveness to searches for which the data retrieved were compared to the known input. Simulation studies were performed of on-line, interactive input and editing procedures. Forty research queries were run against the computer data base of 100 neurotic case history reports. Part One of this technical report describes the

NAVY MEDISTARS system, the 100-case data base, and the research studies enumerated above. Part Two presents a manual of indexing terms and procedures for using the NAVY MEDISTARS system. (Part I is available from NTIS as AD 724 306). (Author)

**ED 068 135** LI 003 931

*Oliver, M. Virginia*

**Non-Computer Mechanized Support Equipment for Libraries.**

Army Engineer Waterways Experiment Station, Vicksburg, Miss. Research Center Library.

Spons Agency—Office of the Chief of Engineers (Army), Washington, D.C.

Report No—TISA-35

Pub Date May 71

Note—56p.;(0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-726 387, MF $.95, HC $3.00)

**Document Not Available from EDRS.**

Descriptors—*Libraries, *Library Acquisition, *Library Equipment, Library Surveys, *Library Technical Processes, *Office Machines

A review is presented of mechanized equipment, exclusive of the computer, being used in the housekeeping aspects of the four conventional fields of library endeavor: acquisition, processing, use, and maintenance of library material. Brochures were collected from manufacturers, library and office management literature was searched, and a questionnaire was sent to 1,000 selected libraries in the U.S. asking for information about machinery and techniques in use. There is not a large amount of equipment, other than the basic typewriter, being used in small and medium-sized libraries in the United States. Funds are not readily available for the purchase of equipment, and most of the current studies are on application of the computer to library processes. Much remains to be done before many of the smaller libraries will be able to take advantage of equipment now available. (Author)

**ED 068 136** LI 003 932

**Image Storage and Transmission Systems for the Dissemination of Information, AGARD Conference Proceedings No. 92 (Oslo, Norway, September 9, 1971).**

North Atlantic Treaty Organization, Neuilly-sur-Seine (France). Advisory Group for Aerospace Research and Development.

Report No—AGARD-CP-92

Pub Date Feb 72

Note—54p.;(0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-738 216, MF $0.95, HC $3.00)

**Document Not Available from EDRS.**

Descriptors—Chemistry, Computer Output Microfilm, Display Systems, *Documentation, *Information Dissemination, Information Networks, *Information Retrieval, *Information Storage, Microfilm, Symposia, Telephone Communication Systems

Identifiers—Information Transfer, *Project Intrex

The contents of this proceedings are: An experimental text-access system; Computer aided input of graphic information by keyboarding under visual control of display as applied to chemical structures; Packet switching network; Phototransmission and video storage; Planning and development of computer output on microfilm for a commercial application. (Author)

**ED 068 137** LI 003 933

*King, Donald W. And Others*

**Comparative Evaluation of the Retrieval Effectiveness of Descriptor and Free-Text Search Systems Using CIRCOL (Central Information Reference and Control On-Line).**

Westat Research, Inc., Rockville, Md.

Spons Agency—Rome Air Development Center, Griffiss AFB, N.Y.

Report No—RADC-TR-71-311

Pub Date Jan 72

Note—126p.;(5 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-738 299, MF $0.95, HC $3.00)

**Document Not Available from EDRS.**

Descriptors—Comparative Analysis, *Information Retrieval, Information Systems, *Relevance (Information Retrieval), *Search Strategies, Subject Index Terms, *Vocabulary

Identifiers—*Central Information Reference and Control On Line, CIRCOL

The study compares the retrieval effectiveness of two alternative input and search systems in terms of such measures as recall, fallout, precision, and total retrieval. One system uses manually indexed document files searched by controlled vocabulary, while the other employs fulltext input using natural language searching. Both systems are applied to a common data base and hardware. Operational information needs were used in the form of request statements from actual users. From these statements of need, search queries were formulated for both systems and recall estimates calculated using a recall base that was pre-specified by the request originator. The queries were processed, and total retrieval, fallout and precision ratios were calculated for both systems. The results indicate that the two systems perform at approximately the same level of effectiveness, although estimated average total retrieval was found to be slightly greater for free-text searching than for descriptor searching at all levels of recall. (Author)

**ED 068 138** LI 003 934

*Goffman, William*

**Mathematical Foundations for Measuring Information Transfer and Flow.**

Case Western Reserve Univ., Cleveland, Ohio.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No—AFOSR-TR-72-0280

Pub Date Jan 72

Note—9p.;(0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-736 536, MF $.95, HC $3.00)

**Document Not Available from EDRS.**

Descriptors—*Data Processing, *Information Retrieval, *Information Science, Information Systems, Mathematical Applications

Identifiers—*Mathematical Analysis, Scientific and Technical Information

The research has contributed toward establishing a discipline of information science since it shows that fundamental principles dealing with communication exist and can be applied to pracitcal problems. Several courses and Ph.D. dissertations grew out of the research. (Author)

**ED 068 139** LI 003 935

*Fuellhart, Patricia O. Weeks, David C.*

**Language of Information Science: Convertibility in Information Science. Final Report, Part 2.**

George Washington Univ., Washington, D.C. Biological Sciences Communication Project.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No—AFOSO-TR-71-1944

Pub Date Jan 71

Note—202p.;(3 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-726 651, MF $.95, HC $3.00)

**Document Not Available from EDRS.**

Descriptors—*Documentation, Indexing, Information Science, *Language, Subject Index Terms, *Vocabulary

The report is the result of a study of the language of information science based on the terminology contained in a collected set of lexical resources. The terms employed were taken from vocabularies having a substantial degree of overlap. All terms were then analyzed to build a composite vocabulary of terms and concepts using a set of twenty-five explicitly defined subject groups. The vehicle for this task was the "Intermediate Lexicon of the Groupe D'Etude Sur L'Information Scientifique," selected because it represents an international concensus of the domain of information science. A demonstration of the convertibility of indexing languages by means of an intermediate lexicon is included in the study. More than 3,000 discrete descriptors are tabulated in assigned subject groups within the lexicon structure. The autonomy and universality of the defined subject groups are also demonstrated in the tables. (Author)

**ED 068 140** LI 003 936

*Morse, Philip M.*

**Optimal Linear Ordering of Information Items.**

Massachusetts Inst. of Technology, Cambridge. Operations Research Center.

Report No—TR-65

Pub Date Jun 71

Note—33p.;(3 References)

Available from—National Technical Information Service, Springfield, Va. (AD-731 770, MF $.95, HC $3.00)

**Document Not Available from EDRS.**

Descriptors—*Classification, Computer Storage Devices, Correlation, Indexing, *Information Retrieval, Information Storage, Libraries, Mathematical Applications, Mathematical Models, *Search Strategies

Efficient search of items in a store of information, such as books in a library, abstracts of articles, information in a computer data bank or the like, requires that the items most closely connected in content be close together, in order that a person looking for some particular information may concentrate his search on as small a part of the store as possible. The degree of connectedness between two items, I and J, can be expressed in terms of a correlation index N sub I J. Methods of estimating these indexes are discussed. Once the correlation indexes are known for each pair of items in the store, it is possible to assign a position X sub I for each item I, along a linear classification scale, such that the larger the N sub I J between items I and J the closer the two items are on the scale. Such a scale would indicate the optimal ordering of books on library shelves or of items in any other data collection. It also would provide means for assigning optimal subject descriptors for a computer-based information store. A procedure is described whereby the values of the X sub I's may be determined in terms of the N sub I J's. (Author)

**ED 068 141** LI 003 937

**Miniaturization of Federal Catalog System Publications (Mini-Cats).**

Defense Documentation Center, Alexandria, Va. Plans, Programs and Systems Analysis Div.

Pub Date Jul 71

Note—189p.;(0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-736 426, MF $.95, HC $3.00)

**Document Not Available from EDRS.**

Descriptors—Catalogs, Cost Effectiveness, *Information Retrieval, *Microfilm, *Microform Readers, Publications, Specifications, Standards

Identifiers—Defense Integrated Data System, Department of Defense, DIDS, FCS, *Federal Catalog System

A defense-wide study in cooperation with GSA to: evaluate the availability and applicability of advanced microform and equipment to the Federal Catalog System (FCS) and Defense Integrated Data System (DIDS) publications requirements; recommend a type of microform and compatible reader for standardization throughout the DOD; and develop a procurement specification for use in acquiring the DOD standard microform and retrieval equipment. The report reviews the development and current state of microform technology, applications within industry and government, and evaluates various forms and reduction ratios for cost effective application to the Federal Catalog System publications at a 48:1 reduction ratio and to procure compatible 48X readers. The report's recommendations have been approved by the ASD (I&L) for implementation. (Author)

**ED 068 142** LI 003 938

*Kulikowski, Juliusz Lech*

**The Theoretical Principles of the Organization of Information Systems.**

Air Force Systems Command, Wright-Patterson AFB, Ohio. Foreign Technology Div.

Report No—FTD-HC-23-1507-71

Pub Date Nov 71

Note—18p.;(11 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-735 642, MF $.95, HC $3.00)

**Document Not Available from EDRS.**

Descriptors—*Data Processing, Design, Foreign Countries, Information Processing, *Information Retrieval, Information Storage, *Information Systems, Programing, Theories, Translation

Identifiers—Integer Programming, *Poland

A survey of the theoretical problems connected with the organization and design of systems for processing and transmitting information is presented in this article. It gives a definition of Information Systems (IS) and classifies them from various points of view. It discusses briefly the most important aspects of the organization of IS,

such as physical structure, functional structure, software, and operating principles. It presents certain problems connected with estimating the value of information supplied to its users by an IS. In a supplement it gives an example of the solution of the problem of optimum distribution of information in mass memory units of an IS, based on methods of Integer Programming. (Author)

**ED 068 143** LI 003 944
**National Commission on Libraries and Information Science Public Hearing; Chicago Regional Hearing (September 27, 1972).**
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date 27 Sep 72
Note—415p.;(0 References)
**EDRS Price MF-$0.65 HC-$16.45**
Descriptors—*Information Needs, Information Services, *Information Systems, *Libraries, Library Services, *Use Studies
Identifiers—*National Commission on Libraries and Information, NCLIS, Public Hearings, Testimony
It is the plan of the National Commission on Libraries and Information Science that the user of information will be the beneficiary of all its work. Thus, in order to gain a better understanding of the user's needs for information, the Commission developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document is a transcript of the first regional hearing which was held in Chicago. (The written testimony of Chicago witnesses is available as LI 003 945, and other testimony received in the Commission's Office is available as LI 003 946). Hearings scheduled for San Francisco and Atlanta will be held during fiscal 1973. (Author/NH)

**ED 068 144** LI 003 945
**National Commission on Libraries and Information Science Public Hearing; Chicago Regional Hearing (September 27, 1972): Written Testimony of Chicago Witnesses.**
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date 27 Sep 72
Note—165p.;(15 References)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Information Needs, Information Services, *Information Systems, *Libraries, Library Services, *Use Studies
Identifiers—*National Commission on Libraries and Information, NCLIS, Public Hearings, Testimony
It is the plan of the National Commission on Libraries and Information Science that the user of information will be the beneficiary of all its work. Thus, in order to gain a better understanding of the user's needs for information, the Commission developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document contains the written testimony of Chicago witnesses. (The transcript of the hearing is available as LI 003 944, and other testimony received in the Commission's office is available as LI 003 946.) Hearings scheduled for San Francisco and Atlanta will be held during fiscal 1973. (Pages 82-86 may be illegible.) (Author/NH)

**ED 068 145** LI 003 946
**National Commission on Libraries and Information Science Public Hearing; Chicago Regional Hearing (September 27, 1972): Other Testimony.**
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date 27 Sep 72
Note—401p.;(0 References)
**EDRS Price MF-$0.65 HC-$16.45**
Descriptors—*Information Needs, Information Services, *Information Systems, *Libraries, Library Services, *Use Studies
Identifiers—National Commission on Libraries and Information, NCLIS, Testimony
It is the plan of the National Commission on Libraries and Information Science that the user of information will be the beneficiary of all its work. Thus, in order to gain a better understanding of the user's needs for information, the Commission developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document contains the written testimony received in the Commission's Office. (The transcript of the hearing is available as LI 003 944, and the written testimony of Chicago witnesses is available as LI 003 945.) Hearings scheduled for San Francisco and Atlanta will be held during the fiscal 1973. (Author/NH)

# PS

**ED 068 146** PS 004 398
**An Annotated Bibliography on Children.**
Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
Spons Agency—White House Conference on Children, Washington, D.C.
Pub Date 70
Note—77p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Annotated Bibliographies, *Child Development, *Childhood Needs, Child Labor Laws, *Child Welfare, Community Influence, Health Needs, Learning Processes, Parent Child Relationship
This annotated bibliography is a highly selective list of materials published in the last five years on the major problems, trends, methodologies and achievements in the field of child development. It contains annotated references to approximately 500 books, periodicals, technical reports, government documents, legislative materials, professional association publications, and empirical studies. Only those items are included which are generally available, and articles from the popular press have been omitted. Each citation is coded to indicate its applicability to the following areas of interest: individuality; learning; health; parents and families; communities and environments; laws, rights and responsibilities. (DJ)

**ED 068 147** PS 005 473
*Adkins, Dorothy C. And Others*
**Songbook to Accompany "Music for Preschool."**
Hawaii Univ., Honolulu. Education Research and Development Center.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Job Corps.
Pub Date Sep 71
Note—95p.
Available from—Center for Research in Early Childhood Education, University of Hawaii, Honolulu, Hawaii 96822 ($7.00 plus $1.00 for airmail postage)
**Document Not Available from EDRS.**
Descriptors—Curriculum Guides, Instructional Aids, *Music Activities, *Preschool Programs, Resource Materials, *Singing, *Vocal Music
Songs designed for use with the University of Hawaii curriculum, "Music for Preschool," are presented alphabetically with the recommended level for introduction of each song included after its title. Instructions for using the songs in the preschool program are found in the curriculum manual. There are specific suggestions for using the songs in the music program as well as recommendations for using them for developing language and numerical concepts. The origin of each song is also noted, whether it is from a foreign country, a particular state, or is a particular type such as spiritual, game song, etc. (LH)

**ED 068 148** PS 005 690
*Meyer, William J.*
**The Adaptive Behavior Rating Scale.**
Syracuse Univ., N.Y. Syracuse Center for Research and Development in Early Childhood Education.
Pub Date 72
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Affective Tests, *Behavior Rating Scales, Intelligence Tests, *Kindergarten Children, *Maturity Tests, Preschool Children, Psychological Tests, *School Readiness Tests, *Social Development, Test Construction, Test Results
Identifiers—Adaptive Behavior Rating Scale, Draw a Line, Project Head Start, Stanford Binet Intelligence Scale
A scale to identify important behaviors in preschool children was developed, and ratings were related to more traditional indices of development and academic readiness. Teacher interviews were used to identify 62 specific behaviors related to maximally adapted and maximally maladapted kindergarten children. These were incorporated into a five-point rating scale consisting of all positive statements which was used in the study as the Adaptive Behavior Rating Scale (ABRS). The resulting scores of two studies using this scale were correlated with the results of Stanford-Binet and Draw-a-Line child assessment measures. The study found a significant but not high relationship, indicating that social competency provides some evidence about the child's intellectual functioning. (DJ)

**ED 068 149** PS 005 691
*Lay, Margaret Z. Meyer, William J.*
**Effects of Early Day Care Experience on Subsequent Observed Program Behaviors.**
Syracuse Univ., N.Y. Syracuse Center for Research and Development in Early Childhood Education.
Pub Date 70
Note—60p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavior Development, Child Care, *Child Development, Comparative Analysis, *Day Care Programs, Disadvantaged Groups, *Early Experience, Interaction Process Analysis, *Measurement Techniques, *Nursery Schools, Preschool Children, Sex Differences, Statistical Data
To determine if there are discernable effects on children of a group child-care program, the performance of 20 children, 3 to 4 years 10 months of age, who had been cared for in a day-care center from the age of 6 months is compared with that of 20 matched children with no prior day-care program experience. The 40 children participated in activities carried on in three program areas--an active area, an expressive area, and a task-oriented area. For an 8-months period, observations were obtained on all children on a point-time sampling basis; that is, during a set period of one minute, the observer noted the children's behavior in regard to (1) children's choice of locations in the program setting, (2) interaction with peers, and (3) interactions with adults. An analysis of variance was performed on the data. The findings of the study showed that (1) there were significant differences between children with prior child-care experience and those with no prior experience: children with prior experience were located in the active area more frequently; prior-experience children were located in the expressive area and in the task area less frequently; there was more verbal interaction with a peer by the prior-experience children and they also showed more positive peer interaction; (2) there were no significant differences between the two groups in regard to time spent in snack, invitational, or outdoor play areas; in gestural or tactile interaction; and in any dimension of adult interaction; and (3) there were sex differences on time spent in active and expressive areas and as recipients of social interaction. It is concluded that the stimulating early day-care programs had significant impact on the childrens' functioning and preferences. Tables and figures present the data. (DJ)

**ED 068 150** PS 005 750
*Lazar, Joyce B. Chapman, Judith E.*
**A Review of the Present Status and Future Research Needs of Programs to Develop Parenting Skills.**
George Washington Univ., Washington, D.C. Social Research Group.
Pub Date Apr 72
Note—206p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Child Development, *Early Childhood, Educational Programs, Family Environment, *Parent Role, *Research Criteria, Training Techniques

Identifiers—Parent Child Centers, Project Follow Through, Project Head Start, Stanford Binet Test

The state of the arts paper on completed and ongoing research in parent education is based on a review of the literature of recent studies, including current federally funded research on mainstream and economically deprived families, but not studies dealing with the physically handicapped, retarded, psychotic, or foster children. The projects are divided into three major classifications. Omnibus Programs, the first, provide more than one pattern of service to children and families and aim their enrichment efforts simultaneously to the infants and the parents. They include the evaluations of Head Start, the Parent-Child Centers, and Follow-Through. The second classification, Parent-Oriented Programs, is divided into the following categories: home teaching, use of mass media for parent education, training parents through group discussion techniques, parent education in pediatric and health facilities, training adolescents for parenthood, and parents as staff. Child-Oriented Programs with a parent component include: training parents in cognitive intervention techniques, training parents in behavior modification techniques, programs to increase parent-school cooperation and communication, and parent involvement in decision-making positions in programs affecting their children. (LH)

**ED 068 151** PS 005 753

*Rohwer, William D., Jr.*

**Children and Adolescents: Should We Teach Them or Let Them Learn?**

Pub Date [72]

Note—35p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Adolescents, Child Development, Cognitive Development, *Educational Strategies, Individual Development, *Learning Modalities, Mass Instruction, *Research Design, *Teaching Methods

Research to date has provided too few answers for vital educational questions concerning teaching children or letting them learn. A basic problem is that experimentation usually begins by accepting conventional assumptions about schooling, ignoring experiments that would entail disturbing the ordering of current educational priorities. Researchers' own conservatism is also an obstacle to decisive research. It is proposed that a proper function for the educational research community is to debate the vital issues of education, free of the constraints of present assumptions and sustained over long periods of time. One strategy for gaining verifiable convictions is illustrated in a case study which involves engaging in a program of empirical research in cognitive development and in a systematic reexamination of the available research literature. Five features are critical: cumulative, developmental, experimental, comparative, and realistic research. The essence of the strategy is that basic research can be used to generate instructional hypotheses that are believable enough to gain public support for decisive research involving direct experimentation with instruction. The only way to find out what is teachable is by discovering how and when it can be learned with ease. (LH)

**ED 068 152** PS 005 765

**Day Care Survey, 1970: Community Profiles.**

Westinghouse Learning Corp., New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date Apr 71

Note—240p.

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—*Child Care Centers, *Community Action, *Day Care Services, Educational Research, Facility Requirements, *Field Studies, Government Role

Field studies conducted in six communities as part of the first phase of a national survey of day care had two purposes: to develop informed, current pictures of the state of day care in representative American communities and to provide the basis for final selection of variables for emphasis in the national survey. The community studies focused on the local level delivery of federal day care programs, the availability of proprietary day care services, the participation of social and voluntary organizations, welfare-oriented services, and local economic and labor market conditions as they are related to day care. The centers were located in San Francisco, Des Moines, Greenwood (South Carolina), Milwaukee, Houston, and Sagadahoc County, Maine. They were selected on the criteria of region, community size, types of industry and female employment, and socioeconomic and racial character of the population. The studies confirmed that private baby-sitting is still the most common form of day care, that what little formal day care does exist is unorganized, that care for infants and school-age children is almost non-existent, that mothers need services not available. Other findings dealt with organization, financing, supply, quality, licensing of services, and employer and community attitudes. (LH)

**ED 068 153** PS 005 787

**Final Report: Part I - Alternative Federal Day Care Strategies for the 1970's. Summary Report.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Mar 72

Note—151p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Bibliographies, *Child Care, *Day Care Services, *Government Role, *Legislation, Planning, *Policy Formation

In view of the need for child care services throughout the country, some alternative Federal day care strategies for the decade are described. Major sections deal with existing child care systems, whether the Federal Government should provide more day care services, whether child development services should be provided in federally supported day care arrangements, an analysis of alternative Federal delivery system strategies for further involvement in the day care industry, and implementation of the recommendations. Emphasis on legislation guidelines, enactment, and impact. Supporting appendices are included on existing day care legislation, costs, challenges in day care expansion, public opinion toward day care, types of care and parents' references, future trends affecting day care and preschool education, and training programs for child care personnel. An annotated bibliography is also included. (LH)

**ED 068 154** PS 005 870

*Hale, Gordan A. Piper, Richard A.*

**Developmental Trends in Children's Incidental Learning: Some Critical Stimulus Differences.**

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-72-24

Pub Date May 72

Note—25p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Age Differences, Analysis of Variance, Attention, Bulletins, Child Development, Grade 3, Grade 7, *Incidental Learning, *Learning Processes, Recall (Psychological), Research, *Stimulus Devices, Tests, *Visual Stimuli

Incidental learning in 8- and 12-year-old children was assessed with a variety of stimulus materials. Experiment 1 compared two types of material; (a) geometric figures, whose central and incidental components were shape and color, respectively and (b) stimuli whose components were separate pictures, as in the typical developmental study of this topic. Incidental learning was found to increase significantly across ages when measures with the colored shapes but not with the pictorial materials. To identify the factors responsible for this difference, Experiment 2 employed these same two types of stimulus along with three others, including shape outlines on colored backgrounds. Again, the task with colored shapes proved to be unique, in that the incidental learning scores for this measure tended to increase across ages and were significantly higher overall than those for the other tasks. Also, correlational analyses based on data from both experiments indicated a positive relation between central and incidental learning with the colored shapes but not with the pictorial materials. These results were interpreted to suggest that stimulus materials whose components are integrated into a single unit, such as color and shape, are functionally different from stimuli with spatially or conceptually independent components. (Author)

**ED 068 155** PS 005 872

*Ball, Samuel Bogatz, Gerry Ann*

**Research on Sesame Street: Some Implications for Compensatory Education.**

Educational Testing Service, Princeton, N.J.

Pub Date 72

Note—30p.; Paper presented at Second Annual Blumberg Symposium in Early Childhood Education, Johns Hopkins Press, 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Age Differences, Behavioral Objectives, Caucasians, Cognitive Development, *Compensatory Education Programs, *Disadvantaged Youth, Evaluation Techniques, Followup Studies, Homebound Children, Negroes, *Preschool Education, *Program Evaluation, Racial Factors, Research Statistical Data, *Televised Instruction, Test Results

Identifiers—Peabody Picture Vocabulary Test, *Sesame Street

The first two years of "Sesame Street" were evaluated as to their effectiveness as compensatory education. The evaluation assessed progress along some 36 primary goals of the show, as well as transfer effects, home background variables, parental attitudes, and socioeconomic status factors. Over 1,300 preschool children were tested, and many were observed as they viewed the show. As "Sesame Street" was intended primarily for disadvantaged children at home who had received no educational intervention, the major concentration in the sampling was on that subpopulation. A content analysis was made of the show; a questionnaire was administered to teachers whose classes viewed the show; and the amount of viewing for all subjects was assessed using four assessment techniques. A follow-up study was carried out the second year of the specific subpopulation of the first study. In addition, at home disadvantaged children who had not viewed the show its first year were sampled. Results of the evaluation include the following: (1) many tests of young children that are currently in use are not adequate; (2) among the subjects, there were no significant effects due to race; (3) the show had a marked effect not only in the areas of rote learning of basic skills but also in higher areas of cognitive activity, this effect being shown by both boys and girls; (4) amount of viewing was significant in gains made; (5) the disadvantaged tended not to view as much; (6) viewing of "Sesame Street" affected scores on the PPVT, administered as a posttest; and (7) disadvantaged 3-year-olds learned much of the material taught during the first year of the show. (DJ)

**ED 068 156** PS 005 873

*Sargent, Betsye*

**The Integrated Day in an American School: A Curriculum Report for the Year 1968-69.**

National Association of Independent Schools, Boston, Mass.

Pub Date Sep 70

Note—80p.

Available from—National Association of Independent Schools, Four Liberty Square, Boston, Mass. 02109 ($2.50)

**Document Not Available from EDRS.**

Descriptors—*Curriculum Development, Early Childhood Education, *Flexible Classrooms, *Instructional Materials, Integrated Activities, *Open Plan Schools, Primary Grades, Self Directed Groups, Space Utilization, Student Developed Materials, Teacher Developed Materials, *Ungraded Primary Programs

Identifiers—Cambridge, Massachusetts, Shady Hill School

A curriculum used in teaching a mixed group of five-, six-, and seven-year olds is presented in chart form which contains sections for each academic area in an ungraded primary classroom. The charts are divided into the following columns: materials, activities, participation, and comments. Room arrangements, shown in diagrams, are the following: writing corner; reading experiences and the library; math corner; painting, clay, and scrap corners; block corner; water play area; dramatic play area. Location, space, and arrangement of materials changed periodically. Special studies carried out, called Center of Interest, are described as to what the study involved, resources, how it began, method of study, general comment, later extension if applicable, final results if applicable, and along the fringes. The report concludes with a listing of books read by a teacher to a group and poetry read by a

teacher to a group. Several photographs of students are provided as illustrations. (DJ)

**ED 068 157** PS 005 876

*Feeney, J. D. And Others*

**Children's Concept of Number: The Spontaneous Production of Number Symbols in Their Drawings.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date Apr 68

Note—31p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Academic Achievement, Comparative Testing, *Concept Formation, *Kindergarten Children, Matched Groups, *Mathematical Concepts, *Measurement Instruments, Number Concepts, Predictive Validity, Research, Statistical Data, Symbols (Mathematics)

Identifiers—Draw a Classroom Test, Metropolitan Achievement Test, Piaget Number Concept Test

This experiment investigated the significance of spontaneous occurrence of number symbols in the drawings of 86 (23 male pairs and 20 female pairs) kindergarten children. A comparison was made of first grade achievement on the Piaget Number Concept Test of students who used alphabetic and numeric symbols in the Draw-a-Classroom Test in kindergarten with those who did not. The results showed no significant difference in the matched groups. The conclusion is that the spontaneous production of number symbols by children in drawings of the classrooms does not necessarily indicate later superiority in number concept ability. Appendixes provide the Piaget Number Concept Test and Study of Achievement, Phase 2, Rating Questionnaire--Mental Section (Questions 15 to 29). (DJ)

**ED 068 158** PS 005 877

*Cobb, Herman Hunter, Earl*

**An Evaluation of the Nichols Avenue Follow-Through Program. Final Evaluation Report.**

District of Columbia Public Schools, Washington, D. C. Departments of Research and Evaluation.

Spons Agency—Oregon Univ., Portland.

Pub Date 71

Note—68p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Disadvantaged Youth, Early Childhood Education, Federal Programs, Grade 1, Grade 2, *Intervention, Interviews, Kindergarten, Low Income Groups, *Mathematics Instruction, National Competency Tests, Parent Attitudes, *Program Evaluation, Questionnaires, *Reading Achievement, Statistical Data, Student Attitudes, Teacher Attitudes

Identifiers—California Achievement Test, CAT, Project Follow Through

The effectiveness of the Nichols Avenue Follow-Through Program, in Washington, D.C., and the extent to which it provides for improving opportunities for children of low-income families to learn and achieve up to and above national norms in the areas of reading and mathematics were evaluated. The program goals were to assure that: (1) by the end of grade 3 or by the third year in the program children who were taught a full lesson on at least 165 school days would exceed national norms on achievement tests in reading, arithmetic, basic language concepts, and logical thinking; (2) the percentage of readers below grade 2 reading level would be negligible; (3) the children in the program would like school and demonstrate a good self-concept and self-motivation; and (4) 20% to 35% of the parents would be involved in the program operation. The program evaluation was effected by interviews with 65 students from the three grades served by the program--kindergarten (4 classes), grade 1 (4 classes) and grade 2 (3 classes)--by interviews with parents, and by questionnaires completed by 21 staff members. The evaluation findings were as follows: (1) the students are achieving near the national norm in reading and mathematics and are achieving above the large-city norms and the D.C. median scores in both areas; (2) the children appeared happy and liked school; and (3) the majority of the parents responded favorably to the program. It is concluded that the major goals of the program are being met. (DJ)

**ED 068 159** PS 005 878

**Kindergarten Program Evaluation, 1970-1971: Early Childhood Education; Williamsburg County.**

Williamsburg County Public Schools, Kingstree, S. C. Div. of Early Childhood Education.

Pub Date 71

Note—49p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Compensatory Education, *Disadvantaged Youth, Individual Development, *Kindergarten, Kindergarten Children, Language Development, *Program Evaluation, *Team Teaching, *Testing, Test Results

Identifiers—Caldwell Preschool Inventory, Gates-MacGinitie Readiness Test, Peabody Picture Vocabulary Test, PPVT

This report describes an evaluation program for the kindergartens in Williamsburg County, S.C. for 1970-71. Twenty-five kindergartens, serving 587 children in ten elementary schools in the county, were operated on a full day schedule during the 1970-71 school year. Eighty-one percent of the children enrolled were from poor families. The evaluation included pre- and post-tests. On the Peabody Picture Vocabulary Test, the average gain for 524 children tested was 19 months, with an average lag of 13 months still existing. On the Caldwell Preschool Inventory, the mean percentile advanced from minus 51 to plus 82, a score significantly above the nationally high average percentile of 72. On the Gates-MacGinitie Readiness Test administered in May, 1971, 513 of the 587 children were tested. Of those tested, clearly half indicated readiness for work on auditory-visual skills with a prediction for rapid progress, nearly indicated a readiness to begin coding skills, while the remaining appear to need more time on pre-reading skills. The report concludes that the single most important factor contributing to the success of the program was team teaching. (DJ)

**ED 068 160** PS 005 879

*Fennell, R. C.*

**Early Childhood Education (K-3) Program of Williamsburg County Public Schools.**

Williamsburg County Public Schools, Kingstree, S. C. Div. of Early Childhood Education.

Pub Date 71

Note—59p.; This bulletin was used as a handout to administrators, teachers, aides, and parents following a presentation of the material at county-wide meetings

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Bulletins, *Check Lists, Compensatory Education, *Early Childhood Education, Elementary Grades, Independent Study, *Individualized Instruction, Kindergarten, *Sequential Learning, Sequential Reading Programs, *Skill Centers, Team Teaching

Identifiers—Illinois Test of Psycholinguistic Abilities, Peabody PPVT

An early education program undertaken by Williamsburg County Schools for children from kindergarten through grade 3 to counteract continuing problems of failure and low achievement throughout the school system is described. The plan calls for establishing a sound county-wide kindergarten program for five year olds; providing individualized instruction; maintaining at least 90% attendance for every child; developing 90% mastery of fundamental language skills by 90% of all children entering fourth grade; eliminating extreme deficit areas in psycholinguistic abilities; and providing an environment that will enable every child to become an independent learner. To accomplish these objectives, team teachers will use sequential skills development in open classrooms containing skills centers. Record sheets for evaluation include specific check lists for development of the following skills: gross motor, fine motor, personal-social; language, auditory perception, auditory memory, visual perception, visual memory; verbal and manual expression, phonetic analysis, picture, configuration and context clues, structural analysis, critical reading comprehension, reference skills, independent reading, functional reading, handwriting and 5 math sequences. (DJ)

**ED 068 161** PS 005 896

*Sigel, Irving E. And Others*

**Psycho-Educational Intervention Beginning at Age Two: Reflections and Outcomes.**

State Univ. of New York, Buffalo.

Pub Date 72

Note—50p.; Paper presented at Second Annual Blumberg Symposium on Compensatory Education, Johns Hopkins Univ., 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Behavioral Objectives, Child Development, *Cognitive Development, Cognitive Objectives, Comparative Testing, *Compensatory Education, Concept Formation, Curriculum Development, *Early Childhood Education, Evaluation Techniques, Experimental Programs, Inservice Teacher Education, *Intervention, Low Income Groups, Negro Youth, Rating Scales, Research, Sex Differences, *Social Development, Speeches, Test Results

Identifiers—Bayley, Kagan, Piaget, Stanford Binet

The Early Childhood Education Project (ECEP) is an experiment in the effects of educational intervention of two-year-old first-born children from impoverished black families. Twenty ECEP children were compared to a control group on the basis of a battery of pre- and post-tests after six months of intervention training. Teachers attempted to develop social-emotional adjustment and cognitive behavior. Training occurred in both group and tutorial sessions. Narrative observations, rating scales and observation of test-related behaviors were measures of social-emotional development and a battery of tests measured cognitive skill. Preliminary findings indicate that the intervention program was effective in the development of cognitive skills, especially in language, pantomime, seriation and train building. Only sex differences are compared for social-emotional development. Boys were more cooperative, defended their possessions and were more aggressive to people and objects than girls. Girls were more compliant to demands and initiated more interactions with teachers. (DG)

**ED 068 162** PS 005 897

**Children's Things: A Construction Guide for Play and Recreational Equipment for Parents, Teachers, Child Care Centers and Camps.**

Stone Mountain Educational Projects Inc., Conway, Mass.

Pub Date [72]

Note—32p.

Available from—Stone Mountain Child Development Center, 60 Broad Street, Westfield, MA 01085 ($2.00)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Child Care Centers, *Construction (Process), Costs, *Equipment, Guides, Physical Education Facilities, *Play, *Playgrounds, *Recreational Activities

A construction guide is presented for play and recreational equipment for individual use and child care center and camp use. The bulk of the booklet gives detailed instructions for specific kinds of equipment, such as teepees, household appliances, bean bag boards, outdoor playground equipment, doll houses, bird houses, boats, puppets, and chairs. Costs are included in the directions. Woodworking suggestions are also offered along with details for connectors. Photographs and diagrams supplement the directions. (LH)

**ED 068 163** PS 005 898

**Pre-School Equipment for a Multi-Use Center.**

Stone Mountain Educational Projects Inc., Conway, Mass.

Pub Date [72]

Note—32p.

Available from—Stone Mountain Child Development Center, 60 Broad St., Westfield, MA 01085 ($2.00)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Child Care Centers, Construction (Process), *Educational Equipment, *Flexible Facilities, Guides, Physical Activities, Physical Recreation Programs, *Play, *Preschool Programs, Recreational Activities, Specifications

Preschool equipment designed for use in rooms and facilities that are also used for other purposes is described and specifications given. The equipment is portable, inexpensive to make, provides its own storage, adds color to the room, and is durable. Detailed plans and pictures are given for an easel, water table, work bench, appliances in a housekeeping corner, housekeeping storage cabinet, puppet theater, playhouse, store, climbing bars, storage cabinets, desk, tumbling rugs, lock box, blocks, and rocking boat. Woodworking and finishing suggestions are also given, with emphasis on the functional, safe, and attractive aspects of furniture production. In pages added since the first printing, additional directions are presented for a teepee, more appliances, and outdoor play equipment such as slides. (LH)

**ED 068 164** PS 005 899

*Deloria, Dennis J. And Others*

**A Design for a National Day Care Cost-Effectiveness Experiment. Final Report.**

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Economic Opportunity, Washington, D. C. Div. of Research and Evaluation.

Pub Date 3 Mar 72

Note—269p.

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—Child Welfare, *Cost Effectiveness, *Day Care Programs, Day Care Services, *Disadvantaged Groups, Experimental Programs, National Programs, One Parent Family, *Preschool Programs, *Program Design

The broad design features of a national day care cost effectiveness experiment, made to assist the Office of Economic Activity in formulating a "request for proposals" to actually operate and implement such an experiment, are presented. An attempt has been made in the report to present rationales and recommendations about day care program types to be included; program documentation and evaluation; experimental design; collection and analysis of cost data; project management and administration; scheduling; and budgeting. Although primarily intended for legislators and policy makers, the information is also useful to parents, caregivers, day care operators, early education specialists, program developers, and parent action groups. Three major influences shaped the final design: the need to identify an optimal per-child annual cost for day care; to assess policy implications of the trend to shift day care out of the family home into group settings; and to explore the merits of merging day care and early childhood movements. (Author/DJ)

**ED 068 165** PS 005 900

*Handler, Ellen Fredlund, Janet*

**Differences Between Highly Satisfied and Not Highly Satisfied Clients of Day Care Centers.**

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date [71]

Note—22p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Comparative Analysis, Day Care Programs, *Day Care Services, Objectives, Parental Aspiration, Parental Background, Parental Grievances, *Parent Attitudes, *Parent Participation, *Program Evaluation, *Social Workers

This study analyzes the differences between those customers in two types of day care centers who are highly satisfied and who are not. Half were supported by client fees, and half used other sources of funding, e.g. tax support, and private philanthropic support. Parents and teachers of 100 children in day care centers in four different communities were interviewed. Sixty-nine percent were highly satisfied and 31% were not. The group not highly satisfied tended to have more education. Satisfied parents had used the same center longer than the not satisfied group. The highly satisfied parents gave a parent-related reason for using the center, while the not highly satisfied group were seeking the center for child enrichment. Although the groups differed little in goals for the day care program, highly satisfied parents were somewhat more interested in socialization and custody and the not satisfied tended to emphasize information and stimulation. Even though satisfied clients had more frequent staff-client interaction, the not highly satisfied involved themselves more in agency decision making. The study concludes that the not highly satisfied minority may constitute an important potential ally for child welfare planners in upgrading the level of day care service. (DJ)

**ED 068 166** PS 005 901

*Nelsen, Jerald*

**Open Minded, Thought-Filled Education.**

Central Washington State Coll., Ellensburg.

Pub Date Mar 72

Note—104p.

Available from—Washington Center for ECE, Hebeler Building, Central Washington State College, Ellensburg, Washington 98926 ($2.00)

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*American Indians, Bilingual Students, Centers of Interest, Demonstrations (Educational), Ethnic Groups, Inservice Education, *Migrant Child Education, *Open Education, *Paraprofessional School Personnel, Teaching Methods, Teaching Models

Identifiers—*British Infant School

A model adapting the ideas of the British Infant School to the culture of American education is presented. The model presents open education as potentially most useful to Indian and Migrant Education and incorporates already existing concepts, such as training in linguistics and thought. This document is divided into three parts: (1) development of an undergraduate training program for teachers and paraprofessionals, (2) review of research relating to the effect of choice on the child, and (3) a model incorporating the ideas associated with the British Infant School. This third part proposes that open education relates to divergent problem solving, tempered by the concern for compassion for and understanding of human frailties. The model is developed at the philosophical, conceptual, and goal levels. (Author/DJ)

**ED 068 167** PS 005 903

*Ware, William B. Garber, Malcolm*

**General Learning Abilities: A Survey of the State of the Art and a Proposed Organization of Human Learning Abilities. Final Report.**

Florida State Dept. of Education, Tallahassee.; Florida State Univ., Tallahassee Dept. of English.

Report No—Proj-1.15

Pub Date 30 Jun 72

Note—67p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Ability Identification, *Cognitive Processes, *Learning Processes, *Literature Reviews, Memory, *Perceptual Motor Learning, *Physical Development, Research Methodology, Skills

The primary object of this research proposal is to delineate the area of general learning abilities. It differentiates between abilities and skills by defining ability as a general trait which can be inferred from observation of responses consistent across tasks and skill as a proficiency on a specific task or on a limited group of tasks. A review of the literature revealed the following general types of references related to general learning abilities: general references, theories of human abilities, organization of human abilities, and relation of abilities to performance. The study proposes three classes for the organization of human abilities -- cognitive, perceptual-motor, and physical. It also identifies, defines and illustrates broad categories within each class. Cognitive processes include cognition, memory, convergent production, divergent production, and evaluation. Perceptual motor responses include sensory, spatial relationships, speed of movement, coordination, dexterity, and movement discrimination. Physical processes include strength and flexing. An appendix diagrams this organization. (DJ)

**ED 068 168** PS 005 908

**Predicting the Future: Studies on the Growth of the Intellect.**

Educational Testing Service, Princeton, N.J.

Pub Date 70

Note—16p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (no charge)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Attention Span, Cognitive Processes, *Conceptual Tempo, *Cultural Factors, Environmental Influences, Family Influence, *Infant Behavior, Intellectual Development, Intelligence Differences, Intelligence Tests, Response Mode, *Sensory Experience, Sensory Integration

This illustrated booklet describes research procedures in the Infant Laboratory of the Educational Testing Service to investigate measurable factors in infant behavior which can predict intellectual potential. The research is currently focusing on attending, the manner in which infants respond to various stimuli presented to them during their earliest months. Preliminary findings indicate that the length of time of attention gives evidence of the activity levels of the infant's nervous system. Infant's response to an arresting stimulus includes: opening his eyes, expanding pupils, slowing down breathing, slowing down heart rate, decreasing motor movement, babbling in response to social stimulus, stopping babbling in response to non-social stimulus. Changes in response to stimulus develop about the age of three months. Infants suffering from brain damage do not change their responses. Infants provided with more home environmental stimulation habituate faster to test stimuli, indicating they are more intellectually alive. Experiments relating cognitive development to shortening attentional responses indicate that this factor may be a yardstick of intellectual potential. Further studies will explore cultural implications. (DJ)

**ED 068 169** PS 005 909

*Miranda, Simon B. Fantz, Robert L.*

**Visual Preferences of Down's Syndrome and Normal Infants.**

Case Western Reserve Univ., Cleveland, Ohio.

Spons Agency—National Institutes of Health (D-HEW), Bethesda, Md.

Pub Date [72]

Note—20p.; A shorter version of this paper was presented at the biennial meeting of the Society for Research in Child Development (Minneapolis, Minn. April 1-4, 1971)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Cognitive Development, *Comparative Analysis, *Infant Behavior, Intellectual Development, Response Mode, *Stimuli, *Visual Perception, Visual Stimuli

Identifiers—Downs Syndrome

The differential visual responses of 20 Down's Syndrome and 20 normal infants (CA 8 months) to 13 pairs of visual targets were compared. Although DS subjects generally looked longer at the stimuli than normal subjects, they showed a response differential in only 3 stimulus pairs compared to 11 for the normals. Six of the stimulus pairs elicited significant DS-normal differences--differences related to type of stimulus variation that could not in all cases be due to possible differences in acuity. The results suggest the value of this approach for studying early perceptual-cognitive development in defective infants and point to an early relationship between visual-attentional responses and intellectual potential. (Author)

**ED 068 170** PS 005 910

*Larson, Theodore C. And Others*

**Some Sensible and Outrageous Ideas for the Future--Community Services and Facilities for Young Children.**

Michigan Univ., Ann Arbor. Architectural Research Lab.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Report No—Monogr ECF/3

Pub Date 72

Note—57p.; This is the third in a series of reports describing work accomplished by the ORA Project 31659

Available from—Publications Distribution Services, University of Michigan, 615 East University, Ann Arbor, Michigan 48104 ($4.00, Order PDS #513)

**Document Not Available from EDRS.**

Descriptors—*Architectural Programing, *Building Design, *Building Innovation, *Child Development Centers, Community Involvement, Community Programs, Educational Innovation, Instructional Innovation, Preschool Children, Preschool Education, *Research and Development Centers

Research and development guidelines and projections for future child development centers are discussed. The first section describes the Child Development Center (CDC) concept and proposes a nationwide program. Other topics deal with child health and development, education for change, the community and the young child, public approaches and responsibilities, and resources of the private sector. This consideration of needs in a child development program concludes with a discussion of the architect's role. The last section describes two significant architectural innovations. Based on a drawing of an ideal school conceived by a child, Percy Dare has designed a learning laboratory containing innovative activity areas which would provide children with different locations in which to work, study or examine materials provided by their immediate environment. The laboratory contains open-air play areas within the structure. Seven Multi-Instruction Areas have been planned to incorporate the neighborhood into a university for the disadvantaged into the community project called "Everywhere School". (DJ)

**ED 068 171** PS 005 911

**Supply and Demand in ARENA: An Analysis of the Relation of Characteristics of Children Registered with ARENA and the Characteristics Acceptable to Families Registered.**

Child Welfare League of America, Inc., New York, N.Y.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date May 72

Note—17p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Adopted Children, *Adoption, *Data Processing, Ethnic Groups, *Individual Characteristics, Information Retrieval, Mental Retardation, Physically Handicapped, Social Agencies, *Welfare Agencies

Identifiers—*Adoption Resource Exchange of America, ARENA

This study analyzes the characteristics of Adoption Resource Exchange of America (ARENA) registration in 1969 and 1972 in relation to factors associated with placement. The survey includes 615 children and 1,020 families. Geographically source of registration had little relation to location of placement, with only 13% placed in the state they registered in 1969 and 5% in 1972. Sex characteristics were not a problem as over half of the families did not restrict their choice by sex. Only one-fourth of the families were willing to take older children while one-half of the children registered in 1972 were over five. Over 40% of the families were willing to consider the 30% registered as siblings. Only 8% of the families in 1969 and 19% in 1972 were willing to consider the black and black-white children who constituted 17% (in 1969) and 31% (in 1972) of the registrants. Religion is no problem. Only 10% of the families were willing to consider the 23% of the registrants who were retarded. Five percent of the children registered had irremediable handicaps in 1969 and 11% in 1972. Only 2% of the families were willing to consider them. The study includes a description of characteristics of the applying families. (DJ)

**ED 068 172** PS 005 912

*Stets, Elmer B.*

**Study of Child Care Activities in the District of Columbia.**

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No—B-174895

Pub Date Jan 72

Note—24p.

Available from—U.S. General Accounting Office, Room 6417, 441 G St., N.W., Washington, D.C. 20548 (General Public, $1.00; free to members of Congress, congressional committee staff members, government officials, members of the press, college libraries, faculty members and students)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Day Care Programs, *Day Care Services, *Federal Aid, *Federal Legislation, Federal Programs, Food Service, Operating Expenses, *Program Coordination, Staff Utilization, Working Parents

Identifiers—*District of Columbia

An oral report made to the Committee on Education and Labor of the House of Representatives Nov. 3, 1971 on the Federal programs for child care activities in the District of Columbia is given. Federal funds support 11 Federal programs for child care activities administered by three D.C. agencies and several private organizations. They contract with 62 private and public child-care center operators to provide service for about 4,450 children in 120 centers at a Federal contribution of about $5.9 million in fiscal year 1971. Lack of coordination of the numerous programs contributes to an apparent imbalance in location of child care centers; putting children of working parents in half-day programs and children of nonworking parents in full day programs; cost variances in varying methods of using professional staff in half-day programs; uneconomical food service arrangements in some cases; and curtailed use of public services by private operators. This study indicates a need for consolidating and/or coordinating Federal child care programs. (DJ)

**ED 068 173** PS 005 913

*Lorton, Mary Baratta*

**Workjobs: Activity-Centered Learning for Early Childhood Education.**

Pub Date 72

Note—255p.

Available from—Addison-Wesley Publishing Company, Inc., Reading, Mass. 01867 ($6.95)

**Document Not Available from EDRS.**

Descriptors—*Activity Learning, Discovery Processes, *Early Childhood Education, *Educational Games, *Instructional Innovation, *Language Development, Learning Motivation, *Mathematics Instruction, Play, Skill Development, Teacher Developed Materials, Teaching Techniques

Identifiers—*Workjobs

Based on the idea that through active involvement with the materials the child would draw out the generalizations within the material, a teacher's method of activity-centered learning for early childhood education is presented. The first section of the book deals with the development of language through workjobs, emphasizing perception, matching, classification, and sounds and letters. Ideas for follow-up discussions are given for each workjob, providing an opportunity for each child to verbalize his experiences and to put his thoughts into words. In the second section, the development of mathematics through workjobs is brought about by games and activities dealing with sets, number sequences, combining and separating groups, and relationships. Finally, the why and how of activity-centered learning are examined, with details given on how to begin, preparation, establishing procedures and routine, record keeping, using money in the workjobs, and introducing a new workjob to the class. An index to the skills is also provided. (LH)

**ED 068 174** PS 005 914

*Wallace, Helen M. Gabrielson, Ira W.*

**Inter-American Investigation of Mortality in Childhood: California Study. Final Report.**

California Univ., Berkeley. School of Public Health.

Pub Date Jun 72

Note—189p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Child Welfare, *Death, Early Childhood, Environmental Influences, Government Role, Health, *Infant Mortality, Mothers, Nursing, *Physical Health, *Prenatal Influences, Probability, Research Methodology, Socioeconomic Influences, Statistical Data

Identifiers—California, *Pan American Health Organization, San Francisco

Part of an international study of the nature and extent of childhood mortality in geographically, socioeconomically and culturally disparate populations, this report focuses on (1) an investigation into all deaths of children under 5 years of age, and (2) a probability sample of live children within the same northern California area during an 18-month period. For the Mortality Component, data are provided on mortality rates, description of the population, birth history of the deceased infants and children, prenatal care, circumstances of death, causes of death, and Sudden Infant Death. In the Probability Sample of Live Children, emphasis is on descriptions of both mothers of children under 5 years of age and children under 5 years of age. Major recommendations are offered for state and local health departments assuming responsibility for the stimulation, planning, and conduct of community-wide research on prenatal, infant, and childhood mortality on an individual case basis; and for international collaborative studies. Specific suggestions are made regarding data recording methods, health care delivery systems, methods of care for high-risk newborns, studies of Sudden Infant Death, childhood accidents, maternal education, and immunization programs. (LH)

**ED 068 175** 32 PS 005 918

*Tewksbury, Robert*

**An Innovative Program for Prevention of Reading Failure in Disadvantaged Pre-School Children by Home Intervention.**

Greeley School District 6, Colo.

Pub Date Nov 71

Note—6p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Child Development, *Compensatory Education, Concept Formation, *Disadvantaged Groups, Instructional Staff, *Language Development, *Parent Participation, *Preschool Programs, Reading Readiness, Reading Skills, Siblings

A proposal for a reading program to help the culturally, economically, and educationally deprived preschool child develop his language and concept formation before he enters school is presented. A home visiting remedial teacher would train parents to develop language skills and concepts through (1) specific fine motor skills, (2) sequencing skills, (3) visual-auditory and language perception, (4) reading suitable books, (5) using cassettes (if the parent cannot read), (6) developing location concepts, (7) using whole sentence structure skills, (8) viewing Sesame Street, and (9) utilizing older siblings. Approximately 25 preschool children from two to five years old will participate. They will be siblings of Title I elementary project pupils enrolled in remedial reading who are culturally and educationally deprived. Staff, consisting of certified reading teachers and aides, will visit each child and his parent at least once a week for an hour to oversee the training. The project will receive publicity through local radio station interviews, a brochure distributed to other educational agencies in the state, and informational feature stories in local newspapers. (DJ)

**ED 068 176** PS 005 921

*Brazelton, T. Berry*

**Effect of Maternal Expectations on Early Infant Behavior.**

Spons Agency—National Early Childhood Research Councils Inc., Princeton, N. J.

Pub Date Dec 71

Note—19p.; Portions presented at the March of Dimes Conference, Mount Zion Hospital, San Francisco, May 24, 1971

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Child Development, Environmental Influences, *Family Influence, *Infant Behavior, Interpersonal Relationship, *Mothers, *Parent Child Relationship, Parent Role, Research, Technical Reports

Parents are prepared for their roles with the new infant during pregnancy, the anxiety and turmoil serving as a source of energy for reorienting them to their new roles. The individuality of the neonate then shapes their responses to him and essentially creates an environment which is suitable to his particular needs. Rather than being at the mercy of the environment, the kind of infants a culture produces may perpetuate the culture and its outcome. The powerful intrauterine experiences of malnutrition, infection, and uterine depletion can seriously affect the genotype as it is reflected in neonatal behavior. When the mother can respond with expectation for his recovery, and when proper nutrition can be provided in the neonatal period, the infant is more likely to live up to his genetic potential. When the extrauterine environment does not provide necessary nutrients and parents cannot respond to their psychological needs, the cycle of poverty and malnutrition must reproduce itself via infants who will be impaired somatically as well as psychologically. (Author)

**ED 068 177** PS 005 922

*Hops, Hyman*

**Covariation of Social Stimuli and Interaction Rates in the Natural Preschool Environment.**

Oregon Univ., Eugene.

Report No—AD-736-623

Pub Date Dec 71

Note—45p.; Technical Report no. 7

Available from—National Technical Information Service, Springfield, VA 22151 (Microfiche, $0.95; Paper Copy, $3.00, No. AD 736 623)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Behavioral Science Research, Data Processing, *Early Experience, *Environmental Influences, *Interaction Process Analysis, Nursery Schools, *Preschool Children, Psychometrics, *Social Psychology, Technical Reports

An intensive longitudinal investigation was conducted on the social behavior of two three-year old boys in a nursery school setting over a four-month period to analyze observable stimuli in each subject's immediate social environment for the main determinants of his social interactive behavior. It was hypothesized that the daily rate of social interaction for each child would be highly variable, and that the fluctuations in a child's daily rate would be accounted for by the

density with which key agents provided the social stimuli. A behavioral observation coding system which provided a sequential description of each subject's interactions in continuous form was used by two trained observers. With constant monitoring, observer reliability was maintained at 86 mean percent agreement. (Author)

**ED 068 178** PS 005 923
*Butler, Annie L.*
**Headstart for Every Child.**
Pub Date 72
Note—58p.
Available from—The Associated Press, 50 Rockefeller Plaza, New York, N.Y. 10020 ($2.00, Packet #15, Stk. No. 285-08840)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Auditory Perception, *Child Development, *Developmental Tasks, *Educational Games, Family Role, Individual Development, Learning Readiness, Listening Skills, Mathematics Education, Maturation, Play, *Preschool Education, *Readiness, Reading Readiness
An early learning kit provides a booklet of ten articles on educational head starts for children along with an activity packet for classroom use. The articles deal with: the crucial early school years; emotional preparation of the child; broadening a child's background; selecting toys and games; reading readiness; mathematical skills; learning to listen; special help for both the slow and fast learner; and advice for after the child begins school. These are directed at the parent. The activity packet includes recipes for snacks and for special projects (e.g., play dough, finger paint, vegetable printing, paste) and directions for various games. They include an Alphabet-Object Lotto, The Manuscript Alphabet, A Trip to the Zoo, The Number Games, Shapes and Colors Puzzle, and listening games. (LH)

**ED 068 179** PS 005 924
**Probleme Der CurriculumForSchung Im Elementarbereich Aus Der Anglo-Amerikanischen Sicht. (Problems in Curriculum Development in the Elementary School from the Anglo-American Model).**
Pub Date Feb 72
Note—176p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Annotated Bibliographies, Compensatory Education, Culturally Disadvantaged, *Curriculum Development, Diagnostic Teaching, Disadvantaged Youth, Early Childhood Education, *Elementary Grades, *Models, Preschool Education, *Problem Solving, Projects, Summer Programs, Teacher Attitudes
This document is an annotated bibliography of reports on problems in curriculum development. It includes the following reports: Summer Education for Children of Poverty; Arizona Research and Development Center Early Childhood Education; Head Start Planned Variation Study, 1970; Perry Preschool Project, Ypsilanti, Michigan, Preschool Program in Compensatory Education; Diagnostically Based Curriculum, Bloomington, Indiana, Preschool Program in Compensatory Education 1, 1969; A Demonstration Program of Pre-School Activities To Promote Scholastic Success for Culturally Disadvantaged Children, 1966; Infant Education Research Project, Washington, D.C., Preschool Program in Compensatory Education 1; Academic Preschool Champaign, Illinois, Preschool Program in Compensatory Education 1, 1969, U.S. Office of Education, Washington, D.C.; and Experiments in Head Start and Early Education: The Effects of Teacher Attitude and Curriculum Structure on Preschool Disadvantaged Children. Final Report, Western Michigan University, November 1969. (CK)

**ED 068 180** PS 005 925
*Hersvall, R. M.*
**Conditions Prerequisite to the Learning of Reading and Writing, Paying Special Attention to the Spoken Language: An Investigation of School Beginners.**
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
Pub Date Jun 71
Note—100p.; In Swedish
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Early Childhood Education, Language Instruction, *Learning Readiness, Multiple Regression Analysis, Predictive Ability (Testing), *Reading Skills, School Readiness Tests, *Speech Skills, *Spelling Instruction
One descriptive and one experimental section are presented on prerequisites for learning to read by school beginners. The descriptive part is intended to validate various hypotheses concerning the predictive value of different variables related to reading and spelling ability. By an analysis of multiple regression it is shown that the best prediction of the ability after one year is given by the spoken language, together with tests of general school readiness and tests of reading and writing readiness. In the experiment, the effect of speech training on reading and spelling ability after the first year of school was studied. Taking into consideration the initial level of knowledge, the experimental group showed somewhat greater gains in reading and writing ability than did the matched control group. (Author/LH)

**ED 068 181** PS 005 931
**Manual for Evaluating Day Care Centers.**
Central New York Regional Planning and Development Board, Syracuse.
Report No—PB-206-271
Pub Date Jun 71
Note—56p.
Available from—National Technical Information Service, Springfield, VA 22151 (Microfiche, $0.95; Paper Copy, $4.50, PB-206 271)
**Document Not Available from EDRS.**
Descriptors—*Child Care Centers, *Child Welfare, Data Collection, *Day Care Services, *Evaluation Methods, *Government Role, Methods, Socioeconomic Status, Technical Reports, Urban Environment
Identifiers—New York, Syracuse Model City Agency
Procedures for evaluating day care centers are described, formulated specifically with regard to the information available through, and planning requirements of, the Syracuse Model City Agency. The first chapter discusses some problems involved in providing adequate day care services on the national level, the city level, and within the Syracuse model city area. The second describes a rationale for the assessment of day care centers and presents a brief history of their role in the American economy. Chapters three and four on data collection describe recommended evaluation procedures with instruments and suggestions on how to use the procedures. The fifth chapter deals with the application of these procedures. (Author/LH)

**ED 068 182** PS 005 932
*Perlman, Nancy*
**What is Health Start? Profiles of Selected Projects.**
Urban Inst., Washington, D.C.
Pub Date Apr 72
Note—34p.; Urban Institute Report 961-4
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Course Evaluation, *Disadvantaged Youth, *Health Programs, Intervention, *Medical Services, Preventive Medicine
Identifiers—Project Head Start, *Project Health Start
In an effort to capture the feeling of the operations of the Health Start projects, the experiences of eight of the 29 local projects organized in 1971, representative of the mix of approaches taken in the first year, are described, with emphasis on obstacles and strategies as well as successes. The projects reviewed are in Arkansas, North Carolina, Colorado, Michigan, Oregon, Maine, Arizona, and Oklahoma. Diversity is stressed regarding methods of detecting health problems, sources of health services, facility arrangements, educational instruction methods, and staffing. All of them have the same objectives: to increase the number of disadvantaged children receiving adequate medical and dental services, to develop methods of ensuring the delivery of health services in areas of limited health care resources, and to develop better methods of coordinating and using existing resources to provide health care to disadvantaged children. (LH)

**ED 068 183** PS 005 933
*Paulson, F. Leon*
**The Oregon Preschool Test of Interpersonal Cooperation: Preliminary Results.**
Spons Agency—Children's Television Workshop, New York, N.Y.
Pub Date Apr 72
Note—13p.; Paper prepared for presentation at the Annual Meeting of the Western Psychological Assoc., Portland, Oregon, April, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavior Patterns, Child Development, *Group Activities, *Interpersonal Relationship, *Preschool Children, *Psychological Testing, *Social Behavior, Tests
Identifiers—*Oregon Preschool Test of Interpersonal Cooperation
Preliminary results are presented for an instrument to measure social behavior of preschool children, focusing on cooperation. Cooperation is defined either as behavior for the joint gain of the participants in an interaction or behavior in which each child attains his individual goal. The Oregon Preschool Test of Interpersonal Cooperation (OPTIC System), a situational test which permits systematic observations of behavior in realistic contexts, elicits cooperative responses and permits social behavior to be quantified. Several conclusions are drawn: 1) The tendency for children to cooperation varies with situation; 2) The behavior of each member of a pair cannot be treated as statistically independent; 3) Cooperation defined as a complex, heterogeneous concept accounts for a small but relatively stable amount of variance across situations; 4) The data indicate reasonable internal stability of the measure; and 5) Relationships between age, sex, and frequency of cooperative responses were noted. (LH)

**ED 068 184** PS 005 936
*Zamoff, Richard B. Regan, Katryna J.*
**Evaluation of Experiences with the Use of "Healthy, That's Me." Volume II: Appendices.**
Urban Inst., Washington, D.C.
Pub Date 31 May 72
Note—93p.; Urban Institute Working Paper 961-2-1
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Course Evaluation, *Evaluation Criteria, *Health Programs, Interviews, Methods, *Preschool Programs, Surveys, Teaching Procedures
Identifiers—*Project Head Start
Four appendixes are presented for the evaluation of experiences with the use within Head Start of the "Healthy, That's Me" program. Appendix A deals with methodology for the use of telephone interviewing, including data on associated costs. Appendix B presents letters to respondents selected for telephone interviews and samples of interviews used with teachers and trainers. The third appendix gives a review of memos from the Office of Child Development to regional offices regarding health education curriculum objectives and evaluation. Parent interviews are given in Appendix D in both English and Spanish. (LH)

**ED 068 185** PS 005 949
*Granato, Sam Krone, Elizabeth*
**Child Development: Day Care. 8. Serving Children with Special Needs.**
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Department of Health, Education, and Welfare, Washington, D.C. Secretary's Committee on Mental Retardation.; Office of Child Development (DHEW), Washington, D.C.; President's Committee on Mental Retardation, Washington, D.C.
Report No—DHEW-OCD-72-42
Pub Date 72
Note—74p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1791-0176, $0.75)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavioral Objectives, *Child Care Workers, *Child Development, Community Resources, *Day Care Programs, Deaf Children, Emotionally Disturbed, Financial Support, Guides, *Handicapped Children, Mentally Handicapped, Parent Participation, Physically Handicapped, Program Planning, *Special Services, Visually Handicapped
This handbook defines children with special needs and develops guidelines for providing services to them. It answers questions commonly raised by staff and describes staff needs, training, and resources. It discusses problems related to communicating with parents, questions parents ask, parents of special children, and communication between parents. It provides guidelines for program development including basic needs for

all children, orientation activities, promoting good feelings among children, designing behavior, daily activities, dealing with difficult times in the day care day, evaluation, and follow-through. It gives techniques for dealing with special needs for visually-impaired, hearing-impaired, other physically disabled, and mentally retarded children as well as children with learning disabilities and other emotional problems. Appendices list community resources available to help provide services for children with special needs and a description of what services each gives; a description of local, state and federal funding resources, and a bibliography sectioned according to special problems dealt with in the handbook. (DG)

**ED 068 186** PS 005 950

*McElroy, Colleen Wilkinson*

**Speech and Language Development of the Preschool Child; A Survey.**

Pub Date 72

Note—211p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois ($11.75)

**Document Not Available from EDRS.**

Descriptors—Books, *Child Language, *Cognitive Development, Dialects, *Language Development, Measurement Instruments, Neurolinguistics, *Preschool Children, *Speech, Surveys, Tests, Textbooks

Identifiers—*United States

Language acquisition and development by the child is explored and related to other areas of maturation and the environment. The nine chapters of the book are: I. Historical Perspective (discusses the student's attitude toward language, the effects of his attitude, factors that might hamper the study of language, and, briefly, various theories of language origin); II. Language Acquisition--Learned Versus Innate (a general discussion of how the child acquires language); III. Speech Production and Language Units (differentiates speech and language); IV. Neurophysiological Development (an overview of the neurological mechanism necessary for speech and language development); V. Language and Cognition (traces and expansion of sensory information and relates sensory information to linguistic development and the thinking process); VI. Psychosocial Perception (explores social maturity as related to child's physical need for independence); VII. Dialect: Considerations of Difference (explores relationship of cultural values and language development, and considers the historical implications of research involving dialect and language differences as well as the importance of studying bidialectal "switching" and bilingual "-translation" activities); VIII. Evaluation of Language Development (considers test procedures and test instruments); and IX. The Child from Birth to Age Five (describes the child as a communicator and discusses him in terms of responsibilities in the role of listener and the role of speaker at various stages of development). (Author/DJ)

**ED 068 187** PS 005 969

**Alternative Federal Day Care Strategies for the 1970's: Summary Report. Final Report: Part I.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Mar 72

Note—148p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Child Care Centers, *Child Development, Child Welfare, *Day Care Programs, *Day Care Services, Disadvantaged Youth, Early Childhood, *Federal Aid, *Federal Legislation, Government Role, Home Programs, Income, Intellectual Development, Low Income Groups, Models, Parent Attitudes, Preschool Children, Program Costs, Program Evaluation, Research Proposals, Resources, Social Problems, Tables (Data)

Identifiers—Social Security Act

Findings, conclusions, and recommendations concerning the role of the Federal Government in providing day care services are presented in this Summary Report, Part I of the Final Report. The six chapters of the report are as follows: 1. Statement of the Problem--identifies the social context in which day care and child development programs must be evaluated, and describes a range of Federal objectives that appear to be implied in current debate; 2. Existing Child Care System--examines the existing child care industry and the forces that have shaped its development; 3. Policy Issue: Should the Federal Government Provide More Day Care Services?--analyzes the question in relation to Federal objectives and social concerns, and evaluates the potential for achieving these objectives through increased involvement in day care services; 4. Policy Issue: Should Child Development Services Be Provided in Federally Supported Day Care Arrangements?--analyzes the relationship of day care to child development services, and discusses child development as an end in itself; 5. An Analysis of Alternative Federal Delivery System Strategies for Further Involvement in the Day Care Industry--analyzes the delivery system best suited to increased Federal involvement in day care, and makes recommendations; 6. Implementation--presents guidelines for legislation, and provides alternative forms of implementation of the proposals through suggested amendments and modifications of pending day care provisions in the proposed Social Security Act Amendment of 1971 and pending child development bills. Supporting appendixes to the report, Parts II through X, are bound separately (see PS 005 970 through PS 005 983.) (AL)

**ED 068 188** PS 005 970

**Child Care Programs: Estimation of Impacts and Evaluation of Alternative Federal Strategies. Volume 2: Appendixes. Final Report: Part II.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—117p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Bibliographic Citations, *Child Care, Child Development, Comparative Analysis, Data Collection, *Day Care Programs, Elementary School Students, *Federal Aid, Home Programs, Models, *Parent Participation, *Preschool Programs, Questionnaires, Research, Simulation, Surveys, Tables (Data), Technical Reports

Identifiers—Current Population Survey

Eight appendixes to a final report "Alternative Federal Day Care Strategies for the 1970's" comprise this volume. The appendixes are as follows: A. References for Estimation and Evaluation of Impacts upon Children and Parents--contains a list of 292 studies, articles, and reports published between 1958 and 1971; B. Impacts of Preschool Programs--provides a table with summaries of preschool programs and impacts on the children involved; C. Comparative Studies of Impacts of Preschool Programs--provides additional summaries in tabular form of preschool programs and impact on the children involved; D. Impacts from Other Programs for School Age Children--provides a table of summaries of school age programs and impacts on the children involved; E. Impacts from Home Based Programs--provides a table of summaries of home based programs and impacts on the children involved; F. The Parent Participation Questionnaire and Data Analysis--provides the questionnaire, coding instructions, and results in terms of percentage figures for each item; G. References for Estimation and Evaluation of Economic Impacts--contains a list of references encompassing 67 studies, articles, and reports published between 1954 and 1971--contains the coding and recoding sets for a March 1967 Current Population Survey, describes the computerized data utilized in the simulation models, and the deviation of State Welfare Characteristics Used in Cross Classification Model. (For related documents, see PS 005 969, 971-983.) (AL)

**ED 068 189** PS 005 971

*Kilmer, Sally And Others*

**Measurements of Impacts of Child Care Programs. Volume 3. Final Report: Part II.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—138p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Child Care, *Child Development, *Day Care Programs, Economic Factors, Elementary School Students, Emotional Development, Evaluation Techniques, Infants, Intellectual Development, *Measurement Instruments, Parent Participation, Physical Development, Preschool Children, Program Effectiveness, *Program Evaluation, Research, Social Development, Social Factors, Tables (Data), Technical Reports, Tests

An appendix to a report entitled "Alternative Federal Day Care Strategies for the 1970's," this volume identifies and reviews possible measures of specific impacts of child care in such areas as the social, emotional, physical and intellectual development and the educational attainment of children; the child rearing attitudes and employment status of parents; the income of families; and the cost to the government. The sections of the volume are as follows: 1. Introduction; 2. Measuring the Impacts of Child Care Programs on Children; 3. Measuring Impacts of Parent Participation Programs; and 4. Measuring the Economic Impacts of Day Care on Family and Society. The eight appendixes to the volume are: Discussion of the Measurement of Social Impacts (Impact Assessment Techniques are presented in a table); Tests for Preschool and Kindergarten Children Being Evaluated by the Center for the Study of Evaluation, University of California at Los Angeles; Examples of Impact Measures Used with Children in Day Care Settings (presented in tabular format); Examples of Impact Measures Used with Children in National Studies (in tabular format); An Overview of Child Measures Proposed for Use in ETS-OEO Longitudinal Study (in tabular format); Examples of Impact Measures Used with Children in Small Research Studies (in tabular format); Measurement of the Impact of Parent Participation in Child Care Programs (in tabular format); and References. (For related documents, see PS 005 969, 970, 972-983.) (AL)

**ED 068 190** PS 005 972

*Carlson, Rick J.*

**Existing Day Care Legislation. Final Report: Part III.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—116p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Child Development, *Day Care Programs, *Disadvantaged Youth, Elementary School Students, Federal Aid, *Federal Legislation, *Financial Support, *Government Role, Legislation, Low Income Groups, Parent Participation, Preschool Children, Research, Technical Reports

Existing legislation applicable to day care programs is examined to discern what the Federal role has been. An overview of existing Federal legislation is given, and legislation is then analyzed as to its effect on the five components of the day care delivery system. These components are: (1) a product--the kind of day care program, (2) providers of that product--administrators, operators, educators, etc.; (3) consumers of the product--parents and children; (4) a medium of exchange between the providers and the consumers--means of financing the programs; and (5) regulation of the product and the means of financing by the public--the quality of the product and the terms and conditions of exchange. An appendix includes descriptions of all relevant legislative enactments affecting day care programs. (For related documents, see PS 005 969-971, 973-983.) (AL)

**ED 068 191** PS 005 973

*Talcott, Frederick W. Hedrick, James L.*

**Costs of Day Care. Volume 1. Final Report: Part IV.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—56p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Child Care, Comparative Analysis, *Cost Effectiveness, Data Analysis, *Day Care Programs, *Day Care Services, Disadvantaged Youth, Elementary School Students, Family Environment, Federal Aid, Low Income Groups, Preschool Children, Private Financial Support, *Program Costs, Research, Technical Reports, Voluntary Agencies

Results of a study of the costs of providing day care services are presented. The sections of the report are as follows: 1. Introduction; 2. Issues in Day Care Cost Analysis--use of cost information, cost structure, classification of day care types, organizational level to be addressed, total vs. per-child costs, economies of scale, diversity of services included, treatment of administrative and overhead costs, and in-kind contributions; 3. Day Care Cost Information--general, delivery mechanisms in the PSG project, relationship to alternative Federal strategies, family day care costs, industrial day care costs, proprietary systems of day care centers, and non-profit day care center costs; and 4. Summary of Day Care Cost Workshop. A bibliography containing 30 references is provided. (For related documents, see PS 005 969-972, 974-983.) (AL)

**ED 068 192** PS 005 974

**Costs of Day Care: Proceedings of a Workshop. Volume 2: Appendix. Final Report: Part IV.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—264p.

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—Child Care, Computer Programs, Conference Reports, *Cost Effectiveness, Costs, *Day Care Programs, *Day Care Services, Disadvantaged Youth, *Early Childhood Education, Economic Factors, Federal Aid, Low Income Groups, Preschool Children, Program Administration, *Program Costs, Speeches, State Programs, Workshops

The 12 presentations and discussions of a two-day conference on the cost of day care, held in May 1971 and attended by experts on the costs, economics, and financial aspects of day care, are provided in this report. The presentations are as follows: "Techniques of Analyzing Costs and Cost-Benefit Ratios for Day Care" by Delroy Cornick; "Strategy for Day Care Cost Analysis" by Keith McClellan; "Community Assessment of Day Care Needs and Services" by Richard Zamoff; "The Economics of Child Care: Two Critical Gaps" by Mary Rowe; "Costs Analysis from 'A Study in Child Care, 1970-71'" by David Warner; "Family Assistance Day Care in Vermont" by Robert G. Stauffer; "Computer-Based Model to Analyze Costs of Day Care" by Donald G. Ogilvie; "Day Care Start-Up Costs" by Richard Grassgreen; "Public Agency Purchase of Day Care Services" by Alan R. Pittaway; "Reimbursing Day Care Costs" Burton Sonenstein; "International and Cooperative Day Care Programs" by Cynthia Jones; and "Massachusetts Early Education Project" by Robert Fein. (For related documents, see PS 005 969-973, 975-983.) (AL)

**ED 068 193** PS 005 975

*Hedrick, James L. Fatland, Gary*

**Challenges in Day Care Expansion. Final Report: Part V.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—60p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Child Care, Child Care Workers, Child Development, *Day Care Programs, *Day Care Services, Disadvantaged Youth, *Early Childhood Education, Facility Requirements, Federal Aid, *Federal Programs, Low Income Groups, Program Costs, Research, Research Needs, Teacher Education, Technical Reports

This paper presents a discussion of challenges to the rapid expansion of a federally sponsored day care program. The analysis has centered upon the policy issue of choosing the ideal blend of governmental reliance upon the private day care market, governmental support to the private day care market, and governmental funding and operation of day care facilities. This issue is discussed from the perspective of the federal government, in terms of both legislation and regulation, and from the perspective of a local administering agency. For the latter, the focus is on local planning of a day care system. The intent is to provide a framework with which to properly allocate limited resources in such a way as to avoid the usual problems associated with a rapidly expanded governmental program. (For related documents, see PS 005 969-974, 976-983.) (Author)

**ED 068 194** PS 005 976

*Schneider, Howard*

**Public Opinion Toward Day Care. Final Report: Part VI.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—40p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Attitudes, *Child Care, Child Care Centers, *Data Collection, *Day Care Programs, *Day Care Services, Family Environment, Program Costs, *Public Opinion, Research, Technical Reports

Opinions of the general public and of special interest groups on the subject of day care are examined. The opinions are discussed as to concept of day care, family versus center care, location, grouping, program cost, and staff. The special interest groups studied were child development professionals, minority groups, industry, and women's liberation groups. The impact of day care programs on public opinion is presented as to sources of information, results, and problems for future study. Results of the research include the following: (1) both the general public and special interest groups approve of the concept of child care; (2) almost half of the mothers in the U.S. use some form of supplementary child care, but to a large degree, this is privately arranged care on an individual basis; (3) day care centers are widely approved of by working women, especially poor ones; reaction to center care for all children is generally less favorable; (4) the specific issues which generate opinions are family vs. center care, cost, location, and transportation; and (5) groups that emphasize educational and child development aspects of day care feel that day care in centers is a right to which all children are entitled; in general, these groups support federally funded centers. A 50-item bibliography is included. (For related documents, see PS 005 969-975, 977-983.) (AL)

**ED 068 195** PS 005 977

*Frost, Judith Schneider, Howard*

**Types of Day Care and Parents' Preferences. Final Report: Part VII.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—184p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Child Care Centers, *Child Development, Data Analysis, *Day Care Programs, *Day Care Services, Evaluation Techniques, Family Environment, Federal Programs, *Parent Attitudes, Research, Surveys, Tables (Data), Technical Reports

Parents' preferences for day care services are compared with the major types of existing day care. Survey data on the types of services parents prefer is first summarized. Then the major types of available day care are described. Finally, each type of care is evaluated on the basis of available data concerning parents' satisfaction with and preference for each type of care as a whole, as well as their attitudes toward individual features of each type of care. The purpose of this evaluation is to provide the federal government with some of the information needed to select and design the delivery system that will expand the nation's supply of day care. Existing data on parents' preferences is not adequate in all areas to be considered. More research into differences in preference among population groups and into the details of those preferences would seem necessary in order to tailor the expanded day care services to individual communities and thus, to assure maximum use nationwide. Three appendixes and a reference list accompany this report. (For related documents, see PS 005 969-976, 978-983.) (Author/AL)

**ED 068 196** PS 005 978

*Schneider, Howard*

**Future Trends Affecting Day Care and Preschool Education. Final Report: Part VIII.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—50p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Age Groups, Changing Attitudes, Child Care, *Day Care Services, *Early Childhood Education, Labor Force, Mothers, *National Demography, Parent Attitudes, Population Trends, *Preschool Programs, Research, Surveys, Tables (Data), Technical Reports, *Working Women

Two facts based on empirical data provide the focus of this report: (1) the number of women who use day care services will increase; and (2) young adults have more positive attitudes toward day care and related issues than do older adults. The demographic characteristics related to the participation of women in the labor force and possible changes in those characteristics are discussed, and two figures present data, as of March 1970, concerning labor force participation rates of married women by education, husband's income, and number and age of children. Attitudes related to the use of day care, past, present, and future, are then described. The final section of the report discusses demographic trends in enrollment in preschool educational programs. Three appendixes to the report provide tables and graphs of data related to A. Relationships of Various Factors to the Participation of Women in the Labor Force; B. Changes in the Factors; and C. Present Attitudes Toward the Use of Day Care. (For related documents, see PS 005 969-977, 979-983.) (AL)

**ED 068 197** PS 005 979

*Mathis, Mary Elizabeth Kilmer, Sally*

**Training Programs for Child Care Personnel. Volume I. Final Report: Part IX.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—105p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Adult Students, Child Care Occupations, *Child Care Workers, Curriculum Design, Data Collection, Day Care Programs, *Educational Programs, Federal Programs, Financial Support, Government Role, High School Students, Inservice Programs, Interviews, Leadership Training, Models, Personnel Needs, *Program Administration, *Program Planning, Research, State Programs, Surveys, Technical Reports, *Training Objectives

This paper presents a prototype for a comprehensive and coordinated child care training program that provides a flexible framework for administration and program design. The prototype is based on the findings of a pilot investigation of a sample of existing child care training programs. These findings suggest that there is a great need for more information in all areas concerned with training programs for child care personnel. There is also a need for more training of child care workers. The prototype has several advantages: it focuses on local needs; it is responsive to and integrated with service delivery systems; and it permits various groups to begin training activities. The training program is flexible and bases credit upon competency. As an initial step toward the implementation of the prototype, a consortium of federal agencies, personnel of existing training programs, and others interested in training efforts, should be established at the federal level. Secondly, a detailed, nationwide study of training programs should be undertaken to determine the availability and effectiveness of such training. (For related documents, see PS 005 969-978, 980-983.) (Author/AL)

**ED 068 198** PS 005 980

**Training Programs for Child Care Personnel. Volume 2: Appendixes. Final Report: Part IX.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date [Dec 71]

Note—219p.

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—*Administrative Personnel, *Adult Students, *Child Care Workers, Data Analysis, *Educational Programs, High School Students, Interviews, Participant Characteristics, *Per-

sonnel Data, Program Planning, Questionnaires, Research, Tables (Data)

Four appendixes to Volume 1 of Part IX "-Training Programs for Child Care Personnel" comprise this Volume 2 of Part IX. The appendixes are as follows: A. Highlights of Findings--a summary of the information obtained from program administrators and students; B. Program Director Interview and Questionnaire Data Summary--a summary of program director data obtained from both interviews and written questionnaires, presented in tables; C. Student Interview Data Summary--a summary of student responses according to program types, presented in tables; and D. Interview Schedules--contains the interview schedule and the written questionnaire for program directors and the interview schedule for students. (For related documents, see PS 005 969-979, 981-983.) (AL)

**ED 068 199** PS 005 981

*Wells, Alberta*

**Day Care: An Annotated Bibliography. Volume I. Final Report: Part X.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—367p.

**EDRS Price MF-$0.65 HC-$13.16**

Descriptors—*Annotated Bibliographies, Bibliographies, Certification, *Child Development, *Day Care Programs, *Day Care Services, Early Childhood Education, Economics, Evaluation, Facilities, Legislation, Personnel, Preschool Programs, *Publications, Public Schools, Research, Resources

This annotated bibliography of books, articles, research papers, manuals, program reports, and Congressional acts and hearings that were examined by the Day Care Policy Studies Group revises and updates previous versions of "Day Care: An Annotated Bibliography," issued in October 1970 and February 1971. It contains 1,500 items related to those issues that have been under study by the Day Care Policy Studies Group. The Items, published between 1961 and 1970, are grouped in the following categories: 1. General Issues, 2. Child Development, 3. Specific Programs, 4. Personnel, 5. Economic Issues, 6. Licensing Standards, 7. Legislation and Regulation, 8. Special Issues, 9. Evaluation, 10. Facilities and Supplies, 11. General Resources, 12. Public Schools. Price and order information, if known, is listed at the end of the publication information in each entry, and an author index is included at the end of the document. The bibliography can be of use to educators and planning officials who might be involved in setting up day care centers. (For related documents, see PS 005 969-980, 982-983.) (Author/AL)

**ED 068 200** PS 005 982

*Wells, Alberta*

**Bibliography Supplement for September, October, and November 1971. Volume 2. Final Report. Part X.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—121p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Annotated Bibliographies, Bibliographies, Certification, *Child Development, *Day Care Programs, *Day Care Services, Early Childhood Education, Economics, Evaluation, Facilities, Legislation, Personnel, Publications, Research, Resources

This annotated bibliography, which is a supplement to "Day Care: An Annotated Bibliography," contains approximately 220 items published between 1964 and 1971. Books, pamphlets, magazine articles, research papers, and reports of studies are included in this list. All are sources that the Day Care Policy Studies Group examined for a study undertaken for the Office of Economic Opportunity. These references are grouped in twelve categories as follows: 1. General Issues, 2. Child Development, 3. Specific Programs, 4. Personnel, 5. Economic Issues, 6. Licensing Standards, 7. Legislation and Regulation, 8. Special Issues, 9. Evaluation, 10. Facilities and Supplies, 11. General Resources, 12. Public Schools. There is an author index at the end of the bibliography. Many items of general educational interest are included, so that this list would be of value not only to those concerned with the day care field, but to many types of professionals involved in working with children. (For related documents, see PS 005 969-981, 983.) (AL)

**ED 068 201** PS 005 983

*Wells, Alberta*

**Bibliography Supplement for December 1971. Volume 3. Final Report: Part X.**

Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 71

Note—49p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Annotated Bibliographies, Bibliographies, Certification, *Child Development, *Day Care Programs, *Day Care Services, Economics, Evaluation, Facilities, Legislation, Personnel, Publications, Public Schools, Research, Resources

This annotated bibliography, which is an addition to "Day Care: An Annotated Bibliography," contains approximately 90 items published between 1966 and 1971. Books, pamphlets, magazine articles, research papers, and reports are included in this list. All are sources that the Day Care Policy Studies Group examined for a study undertaken for the Office of Economic Opportunity. These references are grouped in twelve categories as follows: 1. General Issues, 2. Child Development, 3. Specific Programs, 4. Personnel, 5. Economic Issues, 6. Licensing Standards, 7. Legislation and Regulation, 8. Special Issues, 9. Evaluation, 10. Facilities and Supplies, 11. General Resources, 12. Public Schools. There is an author index at the end of the bibliography. Many items of general educational interest are included, so that this list would be of value not only to those concerned with the day care field, but to many types of professionals involved in working with children. (For related documents, see PS 005 969-982.) (AL)

**ED 068 202** 24 PS 006 000

*Katz, Lilian G.*

**Research on Open Education: Problems and Issues.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Pub Date Aug 72

Note—24p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Avenue, Urbana, Ill. 61801 ($0.45)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Child Development, *Classroom Design, Comparative Analysis, Early Childhood Education, Educational Research, *Educational Specifications, *Flexible Classrooms, Learning Motivation, *Open Plan Schools, Preschool Programs, School Design, *Student Teacher Relationship, Teacher Role, Technical Reports, Traditional Schools

Identifiers—*Informal Education

An observer's views of open-informal education and its central issues are presented in view of increasing interest in opening up classroom procedures and activities. The problems in defining Open Education are noted, but, in general, the events, relationships, activities and materials in the classroom are seen as being neither standardized nor routinized. Dimensions of classroom practices take into account space, activities of children, locus of activity selection by teacher or child, content or topics, time, and teacher-child relationships. The teacher's role is seen to be an authoritative one. The open-informal methods' promise of co-occurring achievements of academic, intellectual, and personal growth in children is considered to be of major significance. Proposals for research and development efforts include focusing on preschool and primary education, opening classes which are now traditional or formal rather than opening up new experimental schools and classes, and examining the teacher role and attitudes more closely. (LH)

**ED 068 203** 24 PS 006 084

*Katz, Lilian G.*

**Perspectives on Early Childhood Education.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Pub Date Aug 72

Note—24p.; Based on a speech presented at "The Symposium on the Young Child," Honolulu, Hawaii, May, 1972

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Ave., Urbana, Ill. 61801 ($0.25)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Curriculum Evaluation, *Disadvantaged Youth, *Early Childhood Education, Educational Equality, Environmental Influences, *Evaluation Criteria, *Learning Motivation, *Preschool Programs, Speeches, Stimulation, Teacher Role

Identifiers—*Project Head Start

On looking back at Head Start and other early childhood program plans, it is felt that several false assumptions have been made, the most obvious being the idea that poor children are understimulated; another is that poor children can be stereotyped, although there are relationships between poverty and health problems and language development. The proliferation of curriculum models that have been developed to stimulate the child are said to have resulted in increasing polarization of curriculum goals: skills, knowledge, and personal strengths and resources. Distinctions are drawn between the authoritarian and authoritative teacher, between teaching and performing, between children having fun and getting satisfaction, and between excitement and learning. Instead of trying to foster excitement in children, it is stated that a more valuable purpose in education would be to strengthen a child's capacities for sustained interest and effort. Introducing things to children because they are exciting is a pervasive quality of American society, but it is pointed out that this will not produce real learning needed to overcome social, psychological, and economic problems. (LH)

**ED 068 204** 24 PS 006 086

*Coller, Alan R.*

**Systems for the Observation of Classroom Behavior in Early Childhood Education.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0288

Pub Date Apr 72

Contract—OEC-0-70-2623(519)

Note—62p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Ave., Urbana, Ill. 61801 ($1.05)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Classroom Communication, Classroom Environment, *Classroom Observation Techniques, *Early Childhood Education, *Instrumentation, Interaction Process Analysis, Measurement Instruments, Methods, Preschool Programs, Rating Scales, *Student Teacher Relationship, Teacher Behavior

Instruments, not previously reported in the literature, for observational techniques that can be used in early childhood classrooms are described. Excluded are those instruments which the Research for Better Schools, Inc., a regional laboratory, will report. Section I of this report is an introduction to observational procedures and especially to observations in selected situations. Devices and techniques used for the collection of observational data are described and discussed. Section II then describes twelve classroom observation instruments, including: Classroom Behavior Scale; Daily Ratings; Discrete Classroom Behavior Schedule; Evaluation Scale of Four- and Five-Year-Old Children; Intensity of Involvement Scale; Nursery School Behavior Record; Observer Ratings of Children; Overview Snapshot Observational Technique; Reaction of Entry of Teachers; School and Classroom Observation Categories; Teachers' Attending Behaviors; and Weekly Ratings. An extensive bibliography is also included. (LH)

# RC

**ED 068 205** RC 000 794

*Haglund, E. A., Comp.*

**Indian Education Division, Nevada State Department of Education, 1960-1961 Annual Report to United States Bureau of Indian Affairs.**

Nevada State Dept. of Education, Carson City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Aug 61
Note—22p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Achievement, Adult Education, *American Indians, *Annual Reports, *Educational Finance, Federal Aid, *Federal Programs, *Financial Support, Grants, Lunch Programs, Preschool Programs, Special Programs, Student Transportation, Vocational Education
Identifiers—Bureau of Indian Affairs, *Johnson O Malley Act
Information for the second complete school year under the agreement between the Nevada Department of Education and the Bureau of Indian Affairs for the orderly and equitable termination of the Johnson-O'Malley Program in the State of Nevada is presented in this annual report. Termination, over a 5-year period, of the student transportation and school lunch programs under the Johnson-O'Malley Act are reported. The Special Program Grants to individual school districts are described. Major recommendations for American Indian education in Nevada include the establishment of preschool training, the development of a post-high school vocational program at Stewart Indian School, and the reestablishment of adult education programs for all Indian tribal groups. Related documents are ED 013 147, ED 032 143, ED 032 186, ED 044 218, and ED 055 709. (PS)

**ED 068 206** RC 001 275
**Equal Opportunity in Farm Programs: An Appraisal of Services Rendered by Agencies of the United States Department of Agriculture. A Report of the United States Commission on Civil Rights, 1965.**
Commission on Civil Rights, Washington, D.C.
Pub Date 65
Note—141p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.60)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Agricultural Research Projects, *Civil Rights Legislation, Equal Opportunities (Jobs), Farmers, *Federal Programs, *Negroes, *Racial Discrimination, Rural Areas, *Rural Farm Residents, Statistical Analysis, Tables (Data)
Focusing on the extent and quality of services rendered to Negro rural families by the agencies of the Department of Agriculture, this study was conducted in counties where Negroes formed a significant portion of the varying potential clientele of the agencies. Research techniques used in the study included conferences and interviews with program administrators and experts from private and state universities in the fields of agricultural economics, extension education, statistics, demography, and public administration; staff field trips; review and evaluation of program material; and statistical analyses of service data. Findings related to the Cooperative Extension Service (CES), the Farmers Home Administration (FHA), the Soil Conservation Service (SCS), and the Agricultural Stabilization and Conservation Service (ASCS) include: (1) that in the CES many thousands of Negro farmers are denied access to services provided to white farmers which would help them to diversify, increase production, achieve adequate farming operations or train for off-farm employment; (2) that Negroes, with few exceptions, are not appointed as full members to county committees by the FHA but are confined to a newly created category of special alternate membership; (3) that Negroes in southern counties generally receive less service from the SCS than whites, except in those counties where Negroes are employed as professionals; and (4) that there were no Negroes among the almost 5,000 ASCS county committeemen in 11 Southern States. (HBC)

**ED 068 207** RC 001 317
*Myers, Robin, Comp.*
**Poverty on the Land - In a Land of Plenty.**
National Advisory Committee on Farm Labor, New York, N.Y.
Pub Date 65
Note—65p.; Report on the public hearings held by the National Advisory Committee on Farm Labor, Washington, D.C., May 18-19, 1964
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Agricultural Laborers, Automation, *Federal Aid, Federal Programs, Labor Unions, Low Income Groups, Migrant Children, *Migrant Workers, *Poverty Research, *Rural Areas, Sharecroppers, Wages, Welfare
The problems of agricultural laborers were discussed in this report on the public hearings held by the National Advisory Committee on Farm Labor. Problems were identified in the areas of wages of farm workers, labor standards and labor shortages, welfare, marginal farmers, Federal aid, public assistance in rural areas, family farmers, and the monopoly of land and water. The major conclusion was that there is a need for total commitment to the war on poverty among the migrants and other farm workers. Twenty-three recommendations made by the National Advisory Committee in light of the hearings were in the areas of legislation to aid the farm worker and family farmer, legislation to aid the rural poor, government action to aid the farm worker and family farmer, and government action to aid the rural poor. (PS)

**ED 068 208** RC 001 650
*Cake, Ralph H., Jr. And Others*
**First Western Region Conference of OEO Migrant Projects (Woodburn, Oregon, June 7-9, 1967).**
Valley Migrant League, Woodburn, Oreg.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Jun 67
Note—35p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Conferences, Economic Factors, Educational Programs, Health Services, Migrant Child Care Centers, *Migrant Child Education, *Migrant Workers, *Program Development, *Rural Areas, Supplementary Education, Vocational Education
Identifiers—Office of Economic Opportunity
Representatives of migrant worker projects in the West and Southwest met to discuss past projects, future trends, critical issues, and program techniques. Eight speeches were delivered, and discussion groups considered issues of basic importance in program administration and program development. Some problems of the migrants were identified in the areas of education, vocational training, and the development of community and agricultural labor resources. Suggested solutions to these problems were described. Nine resolutions for the improvement of migrant worker projects were presented. (PS)

**ED 068 209** RC 003 834
**Indian Education, 1969. Part 2--Appendix. Hearings Before the Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-First Congress, First Session on Policy, Organization, Administration, and New Legislation Concerning the American Indians.**
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
Pub Date 69
Note—369p.
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—Administration, *American Indians, *Cultural Factors, *Education, Educational Problems, *Federal Programs, Information Seeking, Legislation, Organization, *School District Autonomy
Contained in this document are articles, publications, research documents, and prepared statements submitted to the special senatorial subcommittee on American Indian Education. Also included are commentaries, letters, and memorandums from key legislators and Bureau of Indian Affairs personnel to the subcommittee members and staff. All of the entries are related to the policy, organization, and administration of Indian education. The question of who should control Indian education is discussed, and recommendations for legislation are made. (LS)

**ED 068 210** RC 003 959
**A Compendium of Federal Boarding School Evaluations. The Education of American Indians, November 1969, Volume 3.**
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
Pub Date Nov 69
Note—186p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Administrative Problems, *American Indians, *Boarding Schools, Culturally Disadvantaged, Education, Federal Programs, Information Seeking, *Mental Health, *Program Evaluation
Identifiers—*Bureau of Indian Affairs
The evaluations of 13 Bureau of Indian Affairs off-reservation boarding schools are presented in this document, prepared for a special senatorial subcommittee on American Indian education. Personal interviews were conducted, questionnaires were administered, and school records were examined by evaluation teams selected by the subcommittee. Areas of concern covered administrative problems and policies, teacher and student morale, student achievement, guidance programs, dormitory staffing and related problems, and student mental health problems and programs. Recommendations or suggestions for improving the boarding schools are offered. (LS)

**ED 068 211** RC 003 960
**Field Investigation and Research Reports. The Education of American Indians, October 1969, Volume 2.**
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
Pub Date Oct 69
Note—234p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Administrative Problems, *American Indians, Boarding Schools, Culturally Disadvantaged, *Educational Problems, Educational Research, Federal Programs, *Field Studies, Investigations, Reservations (Indian), *School Environment
Identifiers—*Bureau of Indian Affairs
In the survey of American Indian Education carried out by the special senatorial subcommittee on Indian education, the attempt was to set a pattern for hearings that would provide representative coverage of the problems in the geographical areas concerned. To supplement these hearings, the staff was instructed to make detailed field studies following a similar pattern. The field studies published cover the following areas: the Navajo Reservation in Arizona; the State of California; the Fort Hall Reservation, Idaho; the State of Alaska; the State of Minnesota; and the States of New York and Maine. Information contained in each of the reports was gathered from a number of sources and in a variety of ways. In the case of each report except New York, personal visits were made by members of the subcommittee, or staff, to the particular area under consideration. These visits typically included 4 persons and lasted from 1 to 3 days, preceded by 4 to 7 days of preliminary field work. Their objective was to observe first hand the conditions of Indian education; to discuss with Indian leaders, Indian parents, and Indian students their perceptions of the problems facing Indian education; and to solicit testimony and data from educational leaders and experts in mental health and other relevant fields. The objective was to define the problem and to listen to suggestions for productive new approaches to improvement. (LS)

**ED 068 212** RC 005 555
**The Organization Question. The Education of American Indians, November 1969, Volume 4.**
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
Pub Date Nov 69
Note—495p.
**EDRS Price MF-$0.65 HC-$16.45**
Descriptors—Administration, *American Indians, *Education, *Federal Government, Federal Programs, Field Studies, *Information Seeking, Investigations, *Organization
Identifiers—*Bureau of Indian Affairs
The investigation and evaluation of American Indian education carried on by a special senatorial subcommittee on Indian education over a 2-year period created concern over the "organization question." The subcommittee came to believe that no matter how strong, how good, or how well funded were the programs for educating American Indians, these programs would continue to founder without a modern, streamlined, and responsive administrative structure to carry them out. The question of organizing the Federal Government's responsibilities for Indian education has 4 principal components: the location in the Federal structure of prime responsibility for Indian education, the internal organization of the agency or agencies responsible, the relationship of the agency or agencies to the Indians themselves, and the relationship of the agency or agencies to the Congress and to specific congressional committees. Recommendations concerning both the internal organization of the Bureau of

Indian Affairs and the relationship of the Bureau to its Indian clients are made. The purpose of this document is to pull together most of the documents important to a close consideration of the organization question. (LS)

**ED 068 213** RC 006 484
*Voland, Maurice E., Ed.*
**Rural Sociology in the South: 1972. Proceedings: Rural Sociology Section, Association of Southern Agricultural Workers.**
Pub Date 16 Feb 72
Note—460p.; Proceedings of the Rural Sociology Section, Association of Agricultural Workers Annual Meeting, Richmond, Virginia, February 13-16, 1972
**EDRS Price MF-$0.65 HC-$16.45**
Descriptors—*Agricultural Research Projects, *Area Studies, *Conference Reports, Economic Development, Environmental Research, Occupational Choice, Population Trends, Rural Development, *Rural Youth, Social Change, *Sociology
The papers presented in this collection are said to represent the major thrusts of research and other scholarly activities of rural sociologists in the South in 1972. Arranged in the order of their presentation at the Rural Sociology Section of the Southern Agricultural Workers meetings, these papers discuss such topics as youth, social change in rural areas, sociology of the environment, social and economic indicators of rural development, race and culture, and population. "Occupational Choice and Perceived Goal-Blockage Among Black High School Seniors: A Rural-Urban Comparison" is 1 of 6 topics in Part I. "New Dimensions in Human Resource Development" is 1 of 7 topics in Part II. "Pollution and Solid Waste Disposal in the Rural South" is 1 of 5 topics discussed in Part III. "Social and Economic Indicators of Rural Development From the Sociological Viewpoint" is 1 of 2 titles in Part IV. "A Longitudinal Study of Black's Perceptions of Race Relations: A Study of Village Blacks in a Southern Area" is 1 of 4 headings in Part V. "-Factorial Ecology and Demographic Research" is 1 of 4 topics in Part VI. Introductory and summary comments at the beginning of each major section are provided by the editor. (HBC)

**ED 068 214** 32 RC 006 488
**Arizona's Migrant Child Education Teacher Exchange.**
Arizona State Dept. of Education, Phoenix.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date 72
Note—54p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Classroom Environment, Curriculum, *Educational Programs, Language Instruction, *Migrant Child Education, *Observation, Recordkeeping, *School Visitation, *Teacher Exchange Programs
Identifiers—*Arizona, Michigan
Each year, Arizona's Office of Migrant Child Education participates in a Teacher Exchange Program with other states. The Teacher Exchange Program's objectives are (1) to provide an opportunity for state educational agencies to share training techniques, materials, and procedures through practical application and on-site observation and (2) to provide training which will develop resource personnel to assist state educational agencies in the development of future interstate and intrastate programs. On 17-21 April, 1972, Arizona's delegation, consisting of 7 teachers and 3 administrators, traveled to Michigan for an observation tour of its Migrant Child Education Programs. The delegation visited 1 preschool, 4 elementary schools, 1 junior high, and 1 high school. They visited the city migrant programs located in Lansing and the rural schools located in Montague, Fennville, Hartford, and Lawrence. This document contains reports written by the participants upon their return to Arizona. These reports discuss the participants' overall observations of the programs they visited. Some of the discussions reported were on such topics as the meetings, schools, and classes attended by the participants; the materials being used; the instruction; the curriculum; and the personnel involved in these programs. (NQ)

**ED 068 215** RC 006 489
*Goldmark, Peter C.*
**The New Rural Society.**
Pub Date Sep 72
Note—6p.; Address delivered to the Federation of Rocky Mountain States, Boise, Idaho, September 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Area Studies, Health Services, Labor Market, *Land Use, Opportunities, Recreational Facilities, *Rural Development, *Telecommunication, *Urban Immigration
Identifiers—Connecticut, *Windham
The New Rural Society project concerns itself with the deterioration of America through urban overcrowding and rural depletion. Coupled with experimentation and pilot testing, the study is designed to demonstrate that imaginative application of telecommunication will enable business and government departments to function effectively though their operations remain in big cities. Specifically, the paper discusses how communications technology can considerably improve conditions in employment opportunities; educational services; health care; and social, cultural, and recreational pursuits--the major reasons for migration from rural areas. It is stated that by the year 2,000, and at the current rate, 2/3 of the people in the United States will live in 12 major urban centers. More than 1/2 of them will be concentrated in 3 megalopolies comprising only a few percent of the country's total land area. The studies reveal that pollution and the incidence of crime per unit population increases with the size of cities. A request for the Rocky Mountain States and their Governors to join the New Rural Society project in establishing a planning and action program is included in the conclusion of this paper. (HBC)

**ED 068 216** RC 006 490
*DeFleur, Lois B. Menke, Ben A.*
**Learning About the Labor Force: Occupational Knowledge Among High School Males.**
Washington State Univ., Pullman. Coll. of Agriculture.
Report No—ARC-SP-3837
Pub Date [71]
Note—36p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*High School Students, *Occupational Surveys, *Rural Urban Differences, Social Differences, *Socioeconomic Influences, Statistical Analysis, Success Factors, *Tables (Data)
Occupational knowledge among high school males from urban and rural areas in eastern Washington was assessed. Over 300 students from a sample of 22 schools were interviewed about occupations present in their region and about job information they had received. Through the use of specially constructed indices (occupational knowledge score, status knowledge scores, salary ranking scores, and salary discrepancy scores), a variety of statistical comparisons were made. The findings indicated little increase in occupational knowledge during the high school years and almost no differences in occupational information possessed by youth from several social class levels. To a limited extent, rural subjects outperformed those from small towns or metropolitan areas of residence. However, occupational awareness did seem to be consistently related to success in school, as was indicated by higher grade point averages. In general, the findings indicated that the formal system of education had done little to insure that the students obtained an adequate understanding of the labor force. It was determined that further systematic studies of occupations should be provided contemporary youth, that the sources from which occupational understandings are drawn should be determined, and that alternative ways for improving the relationship between schools and the labor force must be found. (Author/HBC)

**ED 068 217** RC 006 491
**Arizona Commission of Indian Affairs Annual Report, 1971-72.**
Arizona Commission of Indian Affairs, Phoenix.
Pub Date 72
Note—22p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*American Indians, *Annual Reports, Committees, Consultants, Financial Services, Population Distribution, *Projects, *Reservations (Indian), *State Legislation
Identifiers—*Arizona
The purpose of this annual report (1971-72) by the Arizona Commission of Indian Affairs is to discuss the progress being made by the Commission in its program of cooperation with state and Federal agencies, tribal councils, legislators, and others in developing harmonious working relationships and trust. Listed are Commission members, Commission committees and consultants, and figures concerning population and acreage of Indian reservations. Also included are Commission meeting dates; projects completed, especially the Commission's enabling legislation, which died in the House Rules Committee; and published materials distributed, such as the Federal Legislative Digest and the progress and financial reports. Commission highlights include legislative activities, arrangements for Indian participation in the State Fair, procurement of surplus properties, participation in the 18th Arizona Town Hall Meeting, the appointment of Commission members, and distribution of the 1972 Tribal Directory. In addition, the Commission's 1971-72 financial report is given. A special feature discusses a small group of Papagos living near Maricopa, Arizona. Included in the appendix is Senate Bill 1021, the Commission's enabling legislation. Related documents are ED 047 859 and ED 056 784. (FF)

**ED 068 218** RC 006 493
**Access to College for Mexican Americans in the Southwest. Report of Action Conferences, July 31-August 4, 1972. Southwestern Committee for Higher Education, Survey No. 6.**
College Entrance Examination Board, Palo Alto, Calif.
Pub Date 72
Note—28p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Admission (School), Agency Role, *Conferences, Educational Development, *Educational Objectives, *Educational Opportunities, Financial Support, Government Role, *Higher Education, *Mexican Americans
The College Board sponsored a series of 5 conferences in 5 southwestern cities for educators in Arizona, California, Colorado, New Mexico, and Texas from 31 July through 4 August, 1972. The conferences were held in Phoenix, San Diego, Denver, Albuquerque, and Austin. The purpose of the conferences was to explore ways to bring about improvements in access to higher education for Mexican Americans. As a result of these conferences there were 147 recommendations, from which 30 were selected as being relevant to the entire region. The 30 recommendations of more than 200 educational leaders throughout the southwest are included in this report. These recommendations have been grouped into 4 categories: (1) recommendations to conferees, (2) recommendations to institutions, (3) recommendations to governmental agencies, and (4) recommendations to private agencies. The individual state recommendations are also included. (NQ)

**ED 068 219** 95 RC 006 494
*Ainsworth, Len Alford, Gay*
**Responsive Environment Program for Spanish American Children. Evaluation Report, 1971-72.**
Adobe Educational Services, Lubbock, Tex.
Spons Agency—Clovis Public Schools, N. Mex.; Office of Education (DHEW), Washington, D.C.
Pub Date Jun 72
Note—89p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Affective Behavior, Analysis of Covariance, Bilingual Students, *Cognitive Development, Community Involvement, *Early Childhood Education, *Handicapped Students, Language Development, Parent Participation, Program Evaluation, *Self Concept, *Spanish Speaking, Statistical Data
The Responsive Environment Program for Spanish American Children (REPSAC) is an educational intervention for 30 "high risk" bilingual children of ages 3, 4, and 5 in Clovis, New Mexico, and a similar group of children from Portales. Subjects were selected on the basis of various language handicaps, perceptual and motor problems, and educational deprivation. The program's objectives were to provide successful experiences for Spanish American children in the areas of language learning in both English and Spanish and in improving cognitive and affective development. The evaluation design used to assess the effectiveness of REPSAC was a 2-group (experimental and control group) pre- and post-

test covariance design. The control group was used to compare changes made in the experimental group. Among some of the measures employed were developmental profiles, the Illinois Test of Psycholinguistic Abilities, parent interviews, the Templin-Darley Articulation Test, and the Tennessee Self-Concept Scale. The project evaluation was provided by an independent team consisting of bilinguals; a clinical psychologist; a speech therapist; and early childhood, teacher education, and educational research specialists. Basic data, such as family history and attendance, were recorded by the project staff. The findings of the evaluation report indicate that the REP-SAC project has made positive and significant impact upon the major project objectives for a group of high-risk children. Continued observations note increases in the subject's self-concept. Parents reflect positive attitudes. (NQ)

**ED 068 220** RC 006 495

**Perceptions of Educational Needs in Campbell, Claiborne, Hancock and Union Counties. Final Report.**

Clinch-Powell Educational Cooperative, Harrogate, Tenn.

Pub Date Apr 72

Note—29p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Adults, *Community Attitudes, Economic Factors, *Educational Coordination, *Educational Needs, Public Officials, *Rural Education, School Personnel, Students

Identifiers—*Appalachia

The purpose of this needs assessment study was to determine the public's perception of educational needs in 4 Tennessee county school systems. A task force composed of personnel from the 4 counties, representatives of the Clinch-Powell Educational Cooperative, and a representative of the University of Tennessee developed and administered 2 survey instruments to 5 specific groups within the 4 counties. The 5 groups in the sample were certified school employees, noncertified school employees, other adults, elected officials, and students. An analysis of the data revealed that needs were identified differently by different groups and that there was no general consensus. Significant results were that noncertified school employees generally tended to assign high ranks to the items ranked high by certified school personnel but that certified school personnel and students were in almost complete disagreement on the priority of needs within their own counties. (PS)

**ED 068 221** 24 RC 006 496

*Easterling, Ross E. Stevens, Francis A.*

**Reading Achievement of Lower Socioeconomic Level Mexican American Students.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Nov 72

Note—19p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Achievement, Bilingual Students, Grade 3, Literature Reviews, *Mexican Americans, Multiple Regression Analysis, Prediction, *Predictor Variables, *Reading Achievement, *Socioeconomic Status, *Tests

The purpose of the study was to determine if measures of first grade readiness, scholastic aptitude, and reading achievement were significant predictors of reading achievement at the end of third grade for Mexican American students from 2 lower socioeconomic levels. Students (47 boys and 47 girls) who had completed their third year in the Sustained Primary Program for Bilingual Students in Las Cruces, New Mexico, were placed in 9 subgroups. The predictor variables were the 13 tests from which the prediction of third grade reading achievement was made. The data were analyzed by 2 procedures: (1) a multiple regression analysis to determine the relationship between a combination of the 13 tests utilized for prediction and third grade reading achievement and (2) a stepwise multiple regression analysis which identified the individual contribution of each of the 13 tests to the prediction of third grade reading achievement. Findings indicated that a significant multiple correlation existed between the 13 first grade tests used and third grade reading achievement at the .05 level of confidence for (1) total sample of boys, (2) total sample of Social Class IV, and (3) total sample of Social Class IV girls. The report reviewed literature dealing with the effects of social class and/or minority group membership upon test performance and the effect of sex differences on school achievement test scores. (NQ)

**ED 068 222** 95 RC 006 497

*Dillon, Paul L., Jr., Comp.*

**San Francisco Bilingual-Bicultural Education Project for Spanish/English Speaking Children. Final Evaluation Report: 1970-71.**

San Francisco Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—P-140386

Pub Date Dec 71

Note—114p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Biculturalism, *Bilingual Students, Community Involvement, Cultural Background, Curriculum Development, *English, Ethnic Groups, Language Arts, Mathematics, *Mexican Americans, Sciences, Social Sciences, *Spanish Speaking, Staff Improvement

Services offered through this project were concentrated on the Mission District of San Francisco, California, where the highest percentage of monolingual and bilingual Spanish-speaking population is concentrated. The student linguistic target for project classes was half-and-half monolingual Spanish speakers and monolingual English speakers. Analysis of the data was carried out at each grade level on the total dominant language Inter-American Test of General Abilities pre-post difference scores. English and Spanish materials were used for instruction in language arts, culture and heritage, science, mathematics, and social science. The staff was offered preservice and inservice training. Successful attempts were made to involve parents and the community in the project. The major recommendation for improvement of the project was to provide for formal parent involvement in the project. (PS)

**ED 068 223** RC 006 498

*Goho, Tom And Others*

**A Preliminary Analysis of Economic Understanding Among Two Ethnic Groups in the Southwest. Center for Business Services Occasional Paper No. 209.**

New Mexico State Univ., Las Cruces.

Pub Date 27 Apr 72

Note—23p.; Paper presented at Southwestern and Rocky Mountain Division, American Association for the Advancement of Science, Ft. Collins, Colo., April 27, 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Economic Education, Educational Quality, *Ethnic Studies, Learning Difficulties, Literacy, *Mexican Americans, Pretesting, *Sociocultural Patterns, Statistical Analysis

Identifiers—*Southwest

A preliminary study was conducted at which the "Test for Economic Understanding" was given to 98 Anglo and 35 Mexican American freshmen and sophomore students at New Mexico State University at the beginning and end of the 1971 fall semester. The following questions guided the investigation: (1) Is there a significant difference between Mexican American students and Anglo students in terms of their understanding of basic economics at the onset of a principles course in economics? (2) Is there a significant difference between Mexican American students and Anglo students in terms of their understanding of basic economics at the end of the same course? (3) Is there a significant difference in the relative gain in economic understanding between the two groups? The findings indicated that the significant difference in economic literacy which existed between Anglo and Mexican American students at the beginning of an introductory course in economics appeared to be eliminated upon completion of the course. In the expanded study currently under investigation, the sample size has been increased from 133 to 216 Anglo and Mexican American students. The primary interest of the current investigation is to determine what, if any, factors other than ethnicity, are related to changes in economic understanding. The analytical tool to be utilized in treating the data involves computing in sequence multiple linear regressions equations. (HBC)

**ED 068 224** RC 006 499

*Haltom, John F. Singleton, James F.*

**From Indian Village to Chicano Suburb: Problems of Identity and Suburbanization.**

Pub Date 72

Note—29p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Acculturation, Community, History, Land Settlement, *Mexican Americans, *Nonreservation American Indians, *Social Change, *Suburbs

Identifiers—New Mexico, *Tortugas

A case study of social change, this paper describes the community of Tortugas, an American Indian-Mexican village at the southern edge of Las Cruces, New Mexico. The Indian inhabitants of the community have been assimilated into the rural Mexican American subculture, which has become increasingly suburban through a process little explored in the literature on suburbanization. The study attempts to document the suburbanization of one community, to describe the problems suburbanization created, and, hopefully, to contribute toward the development of an adequate typology of suburbanization. Data is based on a combination of historical sources and 2 surveys: in the April 1972 survey, 145 interviews were completed; the second survey, completed in October 1972, was composed of 21 interviews with elected officials and influentials of Las Cruces and officers of a unique corporation--Los Indigenes. The conclusion indicates that the Tortugas community and other communities facing absorption into an urban complex do not wish to relinquish either their governmental autonomy or their life style. However, Tortugas appears to be drawn into the Las Cruces urban area by forces that appear irreversible. The people of Tortugas appear powerless to resist whatever fate leaders of the adjacent city may plan for them, be it annexation or re-creation of an Indian pueblo that never existed. (FF)

**ED 068 225** RC 006 500

*Murphy, Paul, Ed.*

**Navajo Reading Study. Progress Report No. 4, December 1969.**

New Mexico Univ., Albuquerque.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Dec 69

Note—26p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Bilingual Education, *Conference Reports, *Consultants, Language Development, Material Development, *Navaho, *Reading Research, *Research Methodology

A summary of the discussions of the Navajo Reading Study Conference, held on December 4-5, 1969, in Albuquerque, New Mexico, was presented in this report. A group of consultants met to discuss the collection of data and its analysis for a study on Navajo reading materials and the language of 6-year-old Navajo children. The consultants included Mr. Kenneth Begishe, Shonto, Northwestern University; Professor Garland Bills, The University of New Mexico; Professor Kenneth Hale, Massachusetts Institute of Technology; Mr. William Morgan, Sr., Navajo Community College; Mr. Paul Platero, Navajo Community College; Professor Bruce Rigsby, The University of New Mexico; Professor Oswald Werner, Northwestern University; Mr. Robert Young, Bureau of Indian Affairs; and Mr. Bernard Spolsky, Director of Navajo Reading Project. The consultants pointed out the inadequacies of a freely collected sample, the probable need for careful eliciting of appropriate words and forms, and the strategies to be followed in further developments of this study. A related document is ED 059 810. (NQ)

**ED 068 226** RC 006 501

*Holm, Wayne*

**Navajo Spelling Lists. Navajo Reading Study Progress Report No. 11.**

New Mexico Univ., Albuquerque.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Aug 71

Note—37p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*American Indian Languages, Consonants, Graphemes, *Navaho, *Preschool Children, *Spelling, Vowels, *Word Lists

The Navajo spelling lists are intended for teachers or materials writers who require sets of Navajo words with certain characteristics. The lists are derived from the corpus collected as the basis for a computer-assisted study of the vocabulary of 6-year-old Navajo children. Words in the corpus, whether used by adult interviewers or by children, and whatever their frequency, that fit the description of the pattern chosen are given. In Set 1, words are listed on the basis of the occurrence of a given vowel or consonant unit. In Set 2, words are listed on the basis of the contrast of given pairs of word- or syllable-final consonants. In Set 3, 2-syllable words are given which contrast in vowel quality. Set 4 consists of some comparative statistics: (1) relative sentence length, in words, for children and for adults; (2) relative sentence length, in graphemes, for children and for adults; and (3) relative word length, in graphemes, for children and for adults. (FF)

**ED 068 227** RC 006 502

*Spolsky, Bernard*

**The Situation of Navajo Literacy Projects. Navajo Reading Study Progress Report No. 17.**

New Mexico Univ., Albuquerque.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Apr 72

Note—23p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—American English, *American Indians, *Bilingual Students, Diachronic Linguistics, *Elementary School Students, *Literacy, *Navaho, Orthographic Symbols, Reading Skills

Identifiers—*Navajos

The Navajo Reading Study has been prepared for a volume describing literacy projects in the indigenous languages of the Americas. In 1969-70, 2 surveys were made to determine the present language situation of 6-year-old Navajo children. For each survey, a simple questionnaire was sent to all teachers with Navajo 6-year-olds in their classes. Replies provided data on 79% of the Navajo children born in 1964, covering 84% of those actually in school. The results for the 2 years were similar. In 1970, 29.8% of the 3,653 children were reported as knowing no English, 39% as knowing a little English but not enough for 1st grade work, 20.7% as being equally at home in English and Navajo, 5.7% as being speakers of English who knew a little Navajo, and 4.8% as knowing only English. Also, 22 adult Navajos recorded tape conversations with 200 6-year-old Navajo children at 10 different locations on the Navajo Reservation. Interviews were transcribed, in normalized orthography, and key punched for computer processing. A total of 11,128 sentences, 52,008 words (tokens) representing a total of 8,775 different words (types), were processed. Results of the processing included a complete concordance giving each word in the context of each sentence in which it occurs and a list of all the different words in alphabetical order giving frequency and range. Also discussed were the history of Navajo literacy projects, Navajo orthography, concurrent programs for adult literacy as a part of bilingual education, the Navajo reading study, and attitudes toward Navajo literacy. (FF)

**ED 068 228** RC 006 503

*Gradman, Harry L. Young, Robert W.*

**Evaluating Reading Materials in Navajo: Report of a Teachers' Conference (Gallup, New Mexico, April 28-29, 1972). Navajo Reading Study Progress Report No. 18.**

New Mexico Univ., Albuquerque.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date May 72

Note—20p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—American Indian Languages, Bilingual Education, Conferences, *Elementary School Students, *Evaluation, Language Arts, *Navaho, *Reading Materials, *Teacher Workshops

Identifiers—*Navajos

Elementary-grade reading materials produced in the Navajo language were evaluated at a teacher's conference held in Gallup, New Mexico, on April 28-29, 1972. Participants, mostly teachers, at the conference numbered approximately 45. The 5 texts evaluated were "Mosilgai" (School Cat), "Jasper," Pabii Doo Masi" (Puppy and Cat), "Da'iida" (Eat) and "Hastoi Taa." Each of the books was discussed in detail by the authors, who presented the rationale behind their work, and then by conference participants, many of whom had familiarized themselves with the books through classroom use. Criticisms were presented not so much in terms of text revision, but rather in terms of future materials preparation. Also discussed were the relationship between spelling and dialect, the possibility of alternate readers, and better fit for different dialect areas; but the discussion remained unresolved. In addition, some objections to the size of the print, essentially 12 point IBM Directory type, were discussed. It was generally agreed that for beginning readers the type size should be larger (36 point), with reduction to take place in higher level readers. (FF)

**ED 068 229** RC 006 504

*Young, Robert W.*

**Written Navajo: A Brief History. Navajo Reading Study Progress Report No. 19.**

New Mexico Univ., Albuquerque.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Oct 72

Note—13p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Abstracts, *American Indian Languages, *History, *Literature Reviews, *Navaho, *Written Language

In this paper, a brief history of the Navajo written language between 1819 and the present is presented. The paper describes the progress of Navajo as a written language. The history was used as background material for a meeting organized by the Sanostee-Toadlena Navajo Bilingual Education Project. The meeting's purpose was to survey the present situation of written Navajo and to look at the needs for new material to help Navajo children to learn to read their own language in the first grades. An abstract of "Some Aspects of Navajo Orthography," a dissertation by Dr. Wayne Holm, Director of Rock Point School, is appended. A related document is ED 043 413. (NQ)

**ED 068 230** RC 006 507

*Stout, Irving W. Pratt, Wayne T.*

**Navajo Community School Boards Speak Out: A Summary of Navajo Thought About Education. Navajo School Board Training Project.**

Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.

Pub Date Jun 72

Note—75p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*American Indians, *Boards of Education, Cultural Awareness, Curriculum Development, *Educational Needs, Instructional Staff, *Parent Participation, Planning Meetings, School Community Relationship, Teacher Aides, *Training

Identifiers—*Navajos

School board training is conducted 8 times during the school year at 5 reservation locations for approximately 300 adult Navajos. A list of statements made during small group discussions on the major topic items covered at these meetings is presented in this report. Major topics include curriculum development, parent-school and community-school relationships, training problems, and staff selection. A suggested list of training activities for 1970-71 is included along with copies of school board meeting minutes from 2 school districts. (PS)

**ED 068 231** RC 006 508

*Stout, Irving W. Pratt, Wayne T.*

**Summary Report of Training Activities. Navajo School Board Training Project.**

Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.

Pub Date Jun 72

Note—15p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*American Indians, *Boards of Education, Community Attitudes, Cultural Awareness, Curriculum Development, *Educational Needs, Instructional Staff, *Parent Participation, School Community Relationship, *Training, Vocational Education

Identifiers—*Navajos

A brief summary of conclusions reached by consultants and an interpretive summary of reports made by small discussion groups during the Navajo Community School Board Training Project are presented in this report. Major conclusions are that Navajos took the training sessions seriously, that the trainees could not be rushed, that the trainees recognized the values of both the old and the new in such matters as curriculum, that the greatest area of sensitivity was in the field of relationships, and that the trainees recognized their own limitations and freely expressed a desire for continued training. Topics discussed in the interpretive summary of reports include curriculum development, parent-school and community-school relationships, training problems, and staff selection. (PS)

**ED 068 232** RC 006 509

*Stout, Irving W. Pratt, Wayne T.*

**Introduction to School Board Training: English Text to Accompany Slides and Tapes. Navajo School Board Training Project.**

Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.

Pub Date [72]

Note—31p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Administrative Problems, *American Indians, *Audiovisual Instruction, *Boards of Education, Cultural Awareness, Educational Needs, *Parent Participation, School Community Relationship, *Training Techniques

Identifiers—*Navajos

The English text to accompany slides and tapes used in the Navajo School Board Training Project is presented in this booklet. The text for the audio-visual training session covers 92 frames and is divided into 4 major parts: the introduction; duties and responsibilities of a school board; useful information for school board members; and problems faced by school boards. (PS)

**ED 068 233** RC 006 510

**Small Secondary Schools Administrative Manual.**

Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.

Pub Date Oct 71

Note—37p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Accounting, Community Involvement, *Correspondence Study, *Educational Administration, Educational Facilities, Graduation Requirements, *Manuals, School Organization, *Secondary School Students, *Small Schools, Student Costs, Student Records

Identifiers—*Alaska

A guideline for providing quality secondary education in situations where only a relatively small number of students are involved, this manual describes the organizational options for high school programs. The options discussed are regional high schools, area secondary schools, and local high schools. Local high schools can be further classified according to the programs offered, including (1) 12 grades with all students using correspondence study; (2) correspondence study for high school students, regular classroom instruction for elementary students; (3) the integrated K-12 program; and (4) the small high school in which basic subjects are taught by 1 or more teachers and perhaps with some subjects taught by correspondence. Topics covered in the manual include equipment and instructional materials, correspondence study, individualized instruction, partially individualized instruction, traditional instruction, the process of education, the use of educational resources in the community, the administration of small schools, student records, graduation requirements, internal funds, and facilities for the secondary program. Also included are 2 prototype schemes for a rural Alaska high school, a bibliography on small schools, and an example of the use of correspondence studies in a rural school. (HBC)

**ED 068 234** RC 006 511

**The Spanish Texans.**

Texas Univ., San Antonio. Inst. of Texan Cultures.

Pub Date 72

Note—32p.

Available from—The University of Texas, Institute of Texan Cultures at San Antonio, P.O. Box 1226, San Antonio, Texas 78294 ($1.25 plus postage and handling)

**Document Not Available from EDRS.**

Descriptors—*Biographies, *Cultural Factors, *History, *Mexican American History, Pamphlets, *Spanish Culture

Identifiers—Spaniards, *Texas

Prepared by the staff of the University of Texas Institute of Texan Cultures at San Antonio, this pamphlet is one of a series which reports contributions made by ethnic groups to the history and culture of Texas. Specifically, historical incidents involving Spanish explorers and missionaries are discussed, relating their contributions to Texas. The era of Spanish exploration covers the period from 1519 to 1793. For this period, the horses of conquest; the search for Gran Quivira in 1540; the flight of the 300 in 1553; the securing of a northern foothold in 1598; the building of the college of Santa Cruz, Queretaro, in 1683 and the first East Texas mission in 1690; the removal of missions from East Texas in 1731; the campaign against the Comanche and Wichita Indians in 1759; and the population of Spanish Texas in 1783 are covered. Also discussed are the era of unrest, including the Plan of Iguala and independence in 1821, the new Spanish Texans in 1850, and Spanish settlement in the Panhandle in 1876. (HBC)

**ED 068 235** RC 006 516
*Epstein, Erwin H.*
**Sense of Nationality Among Schoolchildren: 'Center' - 'Periphery Differences with Special Reference to St. Lucia, West Indies.**
Pub Date Aug 72
Note—29p.; Paper prepared for the Third World Congress for Rural Sociology (Baton Rouge, Louisiana, August 22-27, 1972)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Acculturation, Area Studies, *Attitudes, Cultural Differences, Language Role, *Nationalism, Norms, *Rural Urban Differences, Socialization, Social Status, Statistical Analysis, Stimulus Generalization, *Subculture, Tables (Data), *Teenagers
Identifiers—*St. Lucia, West Indies

The norms of behavior and the expectations of a child's primary groupings were examined to determine if they were consistent with those of the larger, more impersonal society. If the norms and expectations were consistent, then primary socialization was likely to be important in shaping the child's sense of nationality. Thus, the school could be viewed as an extension of the family in achieving that objective, or it could be commissioned by society to resocialize him. This filter-effect theory of schooling was examined by means of a survey conducted in St. Lucia, a small island country of about 100,000 inhabitants in the West Indies. Data was collected from 1,448 pupils whose ages ranged from 13-14. The survey focused on 3 main questions: (1) What national type best represented the way of life the pupil would most like to follow? (2) What language would the pupil most like to speak well? (3) Which nationality did the pupil value most? The findings indicated that rural pupils exhibited a greater preference for St. Lucian life ways, languages, and nationality in comparison to their more urban peers; and these relationships generally endured across paternal, occupational, and educational levels. [Not available in hard copy due to marginal legibility of original document] (HBC)

**ED 068 236** 24 RC 006 520
*Donofrio, Rosalie Maggio*
**Situations and Language: A Sociolinguistic Investigation. Final Report.**
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-2-F-075
Pub Date Oct 72
Contract—OEC-6-72-0743(509)
Note—97p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Articulation (Speech), Day Care Services, Dialect Studies, Disadvantaged Youth, *Economic Status, *Linguistic Competence, *Mexican Americans, *Preschool Children, Reports, Situational Tests, *Sociolinguistics, Statistical Analysis, Verbal Ability

The purpose of this research was to begin to refute the deficit approach to the verbal abilities of poor children. The contention was that data collected on poor children's verbal abilities had been done in incorrect social situations. Prior research had indicated that language development is innate and that disadvantaged children will be nonverbal and/or nonsensical in situations they see as threatening, while in nonthreatening situations they will display an adequate verbal ability. The object of this research was to vary sociolinguistic variables and to create symmetrical and asymmetrical situations in order to test the propositions that such variations will (1) elicit better speech samples from poor children and (2) depress the quality and quantity of speech from middle class children. Only socioeconomic comparisons were made, though all the children were of Mexican American descent, as adjudged by Spanish surname. The sample of 40 preschool children, aged 4 and 5, was evenly divided between middle class and poor children according to which of 3 day care centers they attended--1 free, and located in the core area; the others having substantial tuitional costs. It was concluded that, when poor children are made comfortable via a symmetrical situation, they speak with greater volubility and grammatical maturity, but that middle class children function well in all social situations. It is suggested that a more accurate definition of socioeconomic status be investigated. (HBC)

**ED 068 237** RC 006 521
**Off-Reservation Boarding School Project (ORBS Project). Research and Evaluation Report No. 11.**
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Pub Date Aug 72
Note—27p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administration, *American Indians, *Boarding Schools, Consultants, *Curriculum, Educational Facilities, Educational Finance, Educational Needs, Health Services, Human Relations, *Program Evaluation, *Program Planning

Pilot projects to experiment with methods of achieving the objectives of the Off-Reservation Boarding School Project (ORBS) were conducted at Sherman Indian High School, Riverside, California, and at Chilocco Indian High School, Chilocco, Oklahoma. The general objectives for the ORBS Project at each school were to review long range goals, to identify and describe the existing program, to review the existing program in terms of the long-range goals, and to provide recommendations for meeting the long-range goals and objectives. The ORBS Program covered the areas of goals and philosophy, school plant, curriculum, out-of-class activities, administration, evaluation, admission practices, plant management, public and human relations, and health services. The content and methodology used in both of these projects was presented in a 1-week workshop in Albuquerque, New Mexico. (PS)

**ED 068 238** RC 006 522
*Otto, Dale George, Larry*
**Little Bear Teacher's Manual [With Units for Levels A and B].**
Center for the Study of Migrant and Indian Education, Toppenish, Wash.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date 72
Note—127p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*American Indian Culture, *Childrens Books, Fables, Filmstrips, Legends, *Lesson Plans, Parent Participation, *Story Reading, Story Telling, Tales, *Teaching Guides
Identifiers—*Yakimas

The Center for the Study of Migrant and Indian Education has recognized the need to develop special materials to improve the non-Indian's understanding of the differences he observes in his Indian classmates and to promote a better understanding by American Indian children of their unique cultural heritage. Little Bear is a story of a young Yakima Indian boy who is struggling to become a man. The story deals with an encounter between a small Yakima boy and the giant bear, Four Toes. The filmstrip unit and 2 accompanying picture story books are intended for children from ages 4-7 and are done on 2 levels--Level A for nonreaders and Level B for beginning readers. Each unit is centered around 10 sequenced lessons, with 1 lesson being presented in the classroom each day. Unusual features of the lessons include (1) background cultural notes for the teacher and aide; (2) involvement of parents and community people as resources and involvement of parents in home learning and discussion activities; (3) the use of a Yakima Cultural Corner in the classroom for the duration of each unit, complete with a large teepee; (4) creative dramatization lessons using the "Magic Circle"; (5) teaching procedures intended to reduce stress on the children and to increase their enjoyment and involvement; and (6) outdoor as well as indoor activities. The Teacher's Manual contains descriptions of materials and instructions. Parental involvement activities which the child does at home with his parents and suggestions regarding ways to involve resource people, hopefully Yakima people, are also included. The materials are centered around a filmstrip. (FF)

**ED 068 239** RC 006 523
*Otto, Dale George, Larry*
**The Greedy Little Boy Teacher's Manual [With Units for Levels A and B].**
Center for the Study of Migrant and Indian Education, Toppenish, Wash.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date 72
Note—127p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*American Indian Culture, *Childrens Books, Fables, Filmstrips, Legends, *Lesson Plans, Parent Participation, *Story Reading, Story Telling, Tales, *Teaching Guides
Identifiers—*Yakimas

The Center for the Study of Migrant and Indian Education has recognized the need to develop special materials to improve the non-Indian's understanding of the differences he observes in his Indian classmates and to promote a better understanding by American Indian children of their unique cultural heritage. The Greedy Little Boy is a traditional legend, a legend which tells, through the behavior and adventures of a small boy, why the racoon has black eyes and a banded tail. The filmstrip unit and 2 accompanying picture story books are intended for children ages 4-7 and are done on 2 levels--Level A for nonreaders and Level B for beginning readers. Each unit is centered around 10 sequenced lessons, with 1 lesson being presented in the classroom each day. Examples of unusual features of the lessons include (1) background cultural notes for the teacher and aide; (2) involvement of parents and community people as resources; (3) the use of a Yakima Cultural Corner in the classroom for the duration of each unit, complete with a large teepee; (4) creative dramatization lessons using the "Magic Circle"; (5) teaching procedures intended to reduce stress on the children and increase their enjoyment and involvement; and (6) outdoor and indoor activities. The Teacher's Manual contains descriptions of the materials and instructions. Parental involvement activities which the child does at home with his parents and suggestions regarding ways to involve resource people, hopefully Yakima people, are also included. The materials are centered around the sound filmstrip. (EF)

**ED 068 240** RC 006 524
*Stevens, Frances Ann Bennett*
**Predicting Third Grade Reading Achievement for Mexican-American Students from Lower Socioeconomic Levels.**
Pub Date Aug 71
Note—172p.; Doctor's dissertation submitted to New Mexico State University, Las Cruces
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Disadvantaged Youth, Doctoral Theses, *Grade 3, *Mexican Americans, *Reading Achievement, Reading Tests, *Socioeconomic Status, Statistical Analysis, Tables (Data)
Identifiers—*Las Cruces, New Mexico

The purpose of this study was to determine if measures of first grade readiness, scholastic aptitude, and reading achievement were significant predictors of third grade reading achievement for Mexican-American students from two lower socioeconomic levels. The sample included 94 third grade students for whom the following measurements had been obtained: (1) Metropolitan Readiness Test (MRT) administered at beginning of first grade; (2) Metropolitan Achievement Test Primary Battery (MAT) administered at completion of first grade; (3) California Test of Mental Maturity (CTMM) administered at completion of first grade; (4) Metropolitan Achievement Test Elementary Battery administered at completion of third grade; and (5) socioeconomic classification obtained from the "Two Factor Index of Social Position." The conclusions derived from the

study were that (1) CTMM Non Language, CTMM Total Data, and MRT Numbers could be considered as meaningful predictors of the end of third grade reading achievement for Mexican-American boys from lower socioeconomic levels; (2) CTMM and MRT Total Data could be considered as meaningful predictors of the end of third grade reading achievement for Mexican American students from Social Class IV; and (3) CTMM Total Data, CTMM Non Language, CTMM Language, MAT Word Discrimination, MAT Word Knowledge, MRT Total Data, MRT Sentences, MRT Copying, and MAT Reading could be considered as meaningful predictors of the end of third grade reading achievement for Mexican-American girls from Social Class IV. (HBC)

**ED 068 241** 32 RC 006 525
**1972 Migrant Education State Evaluation Report [North Carolina].**
North Carolina State Dept. of Public Instruction, Raleigh.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date Oct 72
Note—174p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Attendance, Community Involvement, Educationally Disadvantaged, Enrollment, Information Dissemination, Inservice Teacher Education, Instructional Program Divisions, *Migrant Child Education, Preservice Education, *Program Evaluation, *State Programs, *Summer Programs, *Supplementary Education, Tables (Data)
Identifiers—*North Carolina
Having identified the migratory agricultural workers in North Carolina, the State has increased its efforts towards providing them physical, dental, and mental health care; vocational and employment counseling; day care; food; and emergency assistance. The State has also established programs and projects designed to meet the special educational needs of the children of migratory workers and has coordinated these programs and projects with similar ones in other States. This report contains a summary of these programs and projects, including recommendations for improvement of future programs. Staff development activities, children served, program activities, community involvement, and program objectives and effectiveness are topics discussed under the title of regular school term migrant programs. Findings for summer programs include teacher-pupil ratios, interrelationship with the regular Title I program, equipment purchases, interstate services, dissemination, and local efforts. Changes in this 1972 evaluation, as compared to the 1971 plan, include more efficient scheduling of the on-site visits, increased emphasis on needs assessment at both project and individual levels, expanded use of local project personnel as on-site evaluators, and improved proposal preparation procedures. It is suggested that, as a result of this evaluation, the numerous improvements could be characterized as procedural, managerial, and evaluative, with special emphasis upon raising the local status of the projects. A related document is ED 057 978. (HBC)

**ED 068 242** RC 006 526
*Valencia, Atilano A.*
**Bilingual-Bicultural Development for Spanish, English and Indian Speaking Children in a Southwestern Multicultural Environment. A Report of Statistical Findings and Recommendations for the Grants Bilingual Education Project, Grants, New Mexico.**
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Pub Date 31 Jul 72
Note—91p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Achievement, *American Indians, Biculturalism, *Bilingual Education, Communication Skills, Cultural Awareness, English (Second Language), Evaluation, Mexican Americans, Navaho, Program Design, *Spanish Speaking, Tables (Data)
Identifiers—*Keresan
The Grants Bilingual-Bicultural Program provided for the linguistic and academic needs of children with language limitations in English and Spanish, children functional only in Spanish or English and children functional in the Keresan or Navajo language with limitations in English. The evaluation design determined program effects in English language development, Spanish language development, cultural perceptions and attitudes, and academic achievement in science, mathematics, and social science. Pre-test and post-test measures were used for experimental and control group children in grade levels 1, 2, and 3 at 6 schools representing at least 4 ethnic groups and language references. The statistical findings showed that children tended to score higher on the Cultural Sensitivity Test at progressively higher levels in the first 3 elementary grades, that ideas depicting native cultural references have been discussed by teachers in the program, that children in the bilingual program are advancing in the Spanish language arts, and that more structural activities are needed for the Spanish-surnamed child who operates with a Spanish-English mixed language reference base. Observations included that administrative encouragement and support were very apparent and that program personnel were very enthusiastic about the program. (Several pages may be light.) (PS)

**ED 068 243** RC 006 527
**Region One Bilingual Education Project. 1971-1972 Final Evaluation Report.**
Education Service Center Region 1, Edinburg, Tex.
Pub Date 72
Grant—OEG-0-9-530133-4206(280)
Note—102p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Bilingual Education, English (Second Language), *Kindergarten, *Mexican Americans, *Primary Grades, Program Evaluation, *Reading Programs, Research Projects, Socialization, Spanish Speaking, Statistical Analysis, Tables (Data)
A 4-year program for Mexican American children who have little or no knowledge of English has been established by the Region One Education Service Center in Texas. Designed to enroll students at the kindergarten level and carry them through 3rd grade, the program's components were Spanish reading, English as a second language (ESL), transitional English reading, and social education. The field testing of these programs comprised the objectives for 1971-72. Of the 124 objectives listed, only the product objectives which pertained directly to student achievement were evaluated in this report. Results of the Spanish Reading and Social Education End-of-Program Tests indicated that 80% of the students attained the desired objective, a score of 80% on the tests. Level I and Level II ESL program results indicated that if the students in the experimental group and control group had all had comparable pre-test scores, the post-test scores of the experimental group would have been significantly higher than those of the control group. The analysis of the final achievement test indicated that the results were within acceptable limits of the objective for the Transitional English Reading Program. Appendixes include the bilingual project staff, materials and equipment for project components, and status of objectives for 1971-72. A related document is ED 051 955. (Several pages may be light.) (HBC)

**ED 068 244** RC 006 528
*De Winter, A. M.*
**Husband and Wife Interaction and Family Regulation in Rural Uruguay.**
Pub Date Aug 72
Note—35p.; Paper prepared for Third World Congress for Rural Sociology (Baton Rouge, Louisiana, August 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Economic Development, *Family Attitudes, *Family Planning, *Health Services, Population Trends, Question Answer Interviews, *Rural Areas, *Socioeconomic Influences, Sociology
Identifiers—*Uruguay
Decision-making and family planning were studied in the rural city of Durazno, Uruguay, by means of answers to questions by both husbands and wives. A sample size of 268 couples in which at least one partner was between 21 and 50 years of age was used. Data were collected by means of a pretested and precoded interview schedule. Major conclusions were that the interactional variables were relatively important for the use of family planning methods; that husband-wife interaction variables were more important than socioeconomic variables; that the higher the degree of perception of equality of men and women on the part of couples, the more likely they are to use family planning methods; that the perception of equality of men and women on the part of couples is more closely related to the use of preventive family planning methods than their level of education; and that the level of education is more closely related to fertility than is perception of equality of men and women and the level of intimate communication. (PS)

**ED 068 245** RC 006 529
*Hillery, George A., Jr.*
**Social Structure and Resistance to Change.**
Pub Date Aug 72
Note—37p.; Paper prepared for Third World Congress for Rural Sociology (Baton Rouge, Louisiana, August 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*American Indian Culture, Catholics, *Changing Attitudes, Community Study, *Comparative Analysis, Cross Cultural Studies, *Religious Cultural Groups, Rural Population, *Social Structure
Identifiers—*Navajos, Trappist Monks
The purpose of the research is to extract as many common factors as possible which are associated with resistance to change. Two peoples are selected for study, the Navajo Indians and the Trappist monks, both of which are rural and have an extensive history spanning at least several centuries, but which differ radically otherwise. The 2 major perspectives used are cultural and communal. The author's personal contact with both of these people has extended over more than 2 years--living 3 months with the Navajos (in Many Farms, Arizona) in 1965 and 2 months in one of the many monasteries in the United States. Both peoples show that rural "Gemeinschaftlich" systems can exist effectively with industrial technology. Material traits show the least resistance to change, ideas and values the most. Resistance is selective among both peoples. From the cultural perspective, the core to resistance is found in the religious, sexual-familial, and language systems. The communal perspective also includes the sexual-familial systems, and in addition, spatial factors (particularly isolation) and cooperation--all of which show resistance to change. Both peoples lack conflict-regulating mechanisms, and this is also seen as a factor in resistance. Women are more conservative than men in both cases. The suggested rank-order of importance of these factors in resistance to change is as follows: religion, sex, language, space, and cooperation. These 5 factors emerged as most conspicuous from the comparison study of the 2 rural peoples. (Author/FF)

**ED 068 246** RC 006 530
*Kleinfeld, Judith*
**Effective Teachers of Indian and Eskimo High School Students.**
Alaska Univ., College. Inst. of Social, Economic and Government Research.
Pub Date 72
Note—74p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*American Indians, Educational Diagnosis, *Educational Methods, Educational Research, *Effective Teaching, *Eskimos, Learning Difficulties, Minority Group Teachers, Student Teacher Relationship, *Teacher Evaluation, Teacher Selection
Identifiers—*Alaska
The focus of this study is upon analyzing effective and ineffective teachers in terms of their behavior in the classroom, not in terms of their personalities or attitudes. It is suggested that 2 fundamental characteristics distinguish effective from ineffective teachers of American Indian and Eskimo students: (1) a high level of personal warmth, especially warmth communicated nonverbally through facial expression, body distance, and touch; and (2) a high level of active demandingness in the classroom--demandingness expressed as an aspect of the teacher's personal concern for the student, rather than a concern for subject matter. This study also suggests the need for pre-service and in-service training for teachers to acquire the type of interpersonal behavior that facilitates learning among the Indian and Eskimo students. Teachers of Indian and Eskimo students were observed in 2 boarding schools and in 5 integrated urban high schools during the 1970-71 school year. The focus was

on teachers of 9th grade Indian and Eskimo students. The teachers were videotaped to permit a more intensive analysis and interviewed to discuss problems of village students and effective teaching methods. The "Supportive Gadflies," who exhibited personal warmth and active demandingness, appeared to be successful with the Indian and Eskimo students as compared to the other types of teachers (traditionalists, sophisticates, and sentimentalists). (FF)

**ED 068 247** RC 006 531

*Reeder, William W. And Others*

**A Comparison of Beliefs and Disbeliefs and Reference Category Characteristics as Directive Factors of Social Action in Five Cultures.**

Pub Date Aug 72

Note—29p.; Paper presented at the Third World Congress of Rural Sociology (Baton Rouge, Louisiana, August 22-27, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Attitudes, *Behavior Theories, Beliefs, *Cross Cultural Studies, Cultural Differences, Leadership, *Predictive Validity, *Research, *Social Action, Social Influences, Tables (Data)

In order to illustrate the cross-culture applicability of Reeder's Theory of Beliefs, Disbeliefs, and Social Action and its usefulness in predicting and explaining social actions, studies conducted in communities in India, Sudan, Lebanon, northeastern United States, and western United States are examined. Using this theory, beliefs and disbeliefs and reference category characteristics (age, sex, education, income, etc.) are examined in each study. The theory holds that "as social actors act upon or interact with referents (things), the action takes 1 of 4 forms: (1) beliefs and opinions, (2) feelings and sentiments, (3) hypothetical responses, or (4) gross behavioral responses." Social action is influenced by beliefs and disbeliefs, reference category characteristics, and past actions and experiences, which are consolidated into one--beliefs and disbeliefs. The studies examined deal with (1) the relationship of beliefs and disbeliefs to social participation in various types of organizations in the United States; (2) the exploration of the meanings of reference category characteristics; (3) the adjustment of Sudanese farm families to a new location; (4) the participation of farmers in a Lebanese village cooperative; (5) the examination of factors related to the consumption of frozen meat in suburbs of Beirut, Lebanon; and (6) community leadership and leadership structure in 2 villages in Punjab, India. Results show beliefs and disbeliefs to be dependable, independent variables in all 5 cultures and reference category characteristics to be less dependable and more capricious for both prediction and explanation. (NQ)

**ED 068 248** RC 006 532

*Diaz, Heliodoro Felstehausen, Herman*

**Communication and Institutional Change in Mexican Agricultural Development.**

Pub Date 24 Aug 72

Note—31p.; Paper prepared for Third World Congress for Rural Sociology (Baton Rouge, Louisiana, August 23-24, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Agricultural Research Projects, *Concept Formation, *Information Theory, *Institutional Role, *Mexicans, On the Job Training, Participant Involvement, Rural Development, Technological Advancement

Identifiers—Mexico, *Puebla Project

A theoretical framework for integrating concepts of communication and institutional change based on experience with the Puebla Project in Mexico is given. The Puebla Project is a program to introduce high yield corn technology on a broad scale to 50,000 dry land corn farmers in Puebla, Mexico. The first part of the paper points out how institutional analyses can have limited value when restrictive concepts are used. Events observed in Puebla can be better explained by defining "institution" as a set of rules or norms which govern the behavior of individuals in different roles or positions. Broad scale analyses are facilitated because rules can be classified into groups as can roles. Then communication becomes an intellectual process analogous to problem solving (displaying ideas so the idea can be transformed, not the person). The second part of the paper describes the Puebla Project in the context of Mexican development and explains the main institutional issues which were taken into account in organizing the field program. The project stresses institutional and operational factors, such as (1) continuous research and evaluation to change operating rules of both technical staff and campesinos; (2) fostering of campesino organization as a means to ensure that rule changes will be relevant, (3) direct involvement of campesinos in communicating new rules and procedures, (4) continuous on-the-job training of new personnel to expand the number of personnel who understand institutional concepts, and (5) gradual change in the rules governing the distribution of agricultural credit and supply organizations. (NQ)

**ED 068 249** RC 006 533

*Green, Lawrence W. And Others*

**A Three-Year, Longitudinal Study of the Impact of Nutrition Aides on the Knowledge, Attitudes, and Practices of Rural Poor Homemakers.**

Spons Agency—Maryland Univ., College Park. Cooperative Extension Service.

Pub Date 72

Note—40p.; Paper presented before the Food and Nutrition Section, Centennial Meeting of the American Public Health Association (Atlantic City, New Jersey, November 16, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Affective Behavior, *Economic Disadvantagement, Homemaking Skills, *Housewives, Knowledge Level, *Longitudinal Studies, *Nutrition Instruction, *Rural Areas, Statistical Analysis, Tables (Data)

Identifiers—*Maryland

A study was conducted in rural Maryland which utilized a 3-stage panel design with experimental and matched control groups. The questions to which answers were sought were: (1) What specific changes are achieved over time by nutrition aides visiting rural poor mothers in their homes? (2) Is there a point of diminishing returns with home visits? Homemakers were interviewed in 1970, 1971, and 1972 to determine shifts in their knowledge, attitudes, and nutritional practices, as well as related health and child-rearing practices. Questionnaires completed by aides in 1970 and 1972 and various service records also were analyzed. Variable improvements in knowledge, attitudes, and practices were documented, and specific program components were evaluated. Effectiveness of the Expanded Food and Nutrition Education Program was shown in relation to limited objectives. The longitudinal data on nutritional, attitudinal, and behavioral effects indicated that the impact of the aide on homemaker improvement diminishes after the first year of contact and that continuing home visits with the same homemakers in the third year are of minimal value. Original gains of the first year were not lost, but further gains were not apparent after the second year of home visits. (Author/HBC)

**ED 068 250** RC 006 534

*Lathom, Vicki*

**Money for Migrant Children: A Compilation of Federal Funding Sources for the Children of America's Seasonal Farm Workers.**

Day Care and Child Development Council of America, Inc., Washington, D.C.

Spons Agency—Colorado Migrant Council, Denver.

Pub Date 72

Note—31p.

Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 ($1.50 plus handling)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Day Care Services, Education, Federal Legislation, *Federal Programs, Financial Support, Health Services, *Migrant Children, *Preschool Children, *Program Descriptions, *State Federal Support, Work Study Programs

Funding sources for migrant child care programs and their various components, such as services, personnel, food, equipment, and some Federal child care legislation bills, are given in this publication. The programs are grouped into the various agencies and departments of the Federal government which help fund them (i.e., the Department of Health, Education, and Welfare; the Department of Labor; the Office of Economic Opportunity; the Department of Agriculture; the Department of Housing and Urban Development; and Vista). A brief description of each program is included. The Title IV-A of the Social Security Act is discussed; in this program, the Federal government pays 75% of the costs and the States pay 25% of the costs. Examples of how Washington, Minnesota, California, Arizona, Oregon, Texas, and Iowa have obtained Title IV-A money are given. A list of follow-up contacts and samples of contracts are appended. (NQ)

**ED 068 251** RC 006 539

*Anderson, Teresa, Comp. And Others*

**Rural Development in Africa: A Bibliography. (Part I: General, Central, East). Training & Methods Series Number 16.**

Wisconsin Univ., Madison. Land Tenure Center.

Pub Date Jul 71

Note—86p.

Available from—Land Tenure Center Library, 434 Steenbock Memorial Library, University of Wisconsin, Madison, Wisconsin 53703

**EDRS Price MF-$0.65 HC Not Available from EDRS.**

Descriptors—*Agricultural Education, *Bibliographies, Booklists, *Economics, Finance Occupations, *Government (Administrative Body), Labor Force, Laws, *Rural Areas, Rural Development, Social Development, Telecommunication

Identifiers—*Africa

Compiled in July, 1971, this bibliography lists approximately 1,950 books, journal articles, and unpublished manuscripts dealing with rural development in Africa generally and in central and east Africa specifically. General entries appear under the following headings: agriculture; economic affairs; bibliography; law; economic and technical assistance; economic cooperation; human resources; money, finance, and banking; politics and government; population; social affairs; trade and commerce; and transport and communications. Further entries are listed by country using some or all of the above headings. [Not available in hard copy due to marginal legibility of original document.] (FF)

**ED 068 252** RC 006 540

**The Big Picture on Small Schools.**

Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.

Pub Date Jul 72

Note—20p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—American Indians, Boarding Schools, *Costs, Enrollment Projections, *Pamphlets, *Regional Schools, Rural School Systems, *Rural Youth, Secondary Schools, *Small Schools, State Federal Support, Tables (Data)

Identifiers—*Alaska, Bureau of Indian Affairs

Alaska has made many attempts to find methods for providing a quality education for students living in rural areas. They include regional schools, boarding dormitories, the Boarding Home Program, area and local high schools, and correspondence study. This booklet discusses the strong and weak points relative to the major financial, social, legal, logistical, and educational factors which must be considered and includes a policy statement by the Alaska State Board of Education. The philosophy underlying these various attempts coincides with the Bureau of Indian Affairs plan to transfer their operating day schools to the State of Alaska as soon as it is economically feasible, thus eliminating the dual educational system in rural areas and placing the responsibility with the State. As a result of the information gathered concerning Alaska's efforts, local area high schools will be developed to allow students to complete up to 4 years of secondary education in their own locality. The scope of the curriculum will be more limited than the offerings of the large regional high schools, but all local and area high schools will give a general academic program of high quality, leading to a high school diploma. (HBC)

**ED 068 253** RC 006 541

*Beal, George M.*

**Power Structures and Rural Development.**

Pub Date Aug 72

Note—8p.; Paper prepared for Third World Congress of Rural Sociology (Baton Rouge, Louisiana, August 22-25, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Concept Formation, Conflict, *Decision Making, *Definitions, *Power Struc-

ture, *Rural Development, Social Status, *Typology

Some of the assumptions, conditions, and parameters which deal with power structures and rural development are briefly specified in this paper. The definitions (conceptual and operational) for power, social power, authority, influence, power structure, development, and rural are discussed. The ideological orientation under which development activities are assumed, expected, required, or desired to be carried out is discussed as a 5-part typology. These typologies include the Empirical-Rational, the Normative-Re-educative, the Influence-Manipulative model, the Power Coercive model, and the Conflict model. The scope, type, amount, and responsibility for development and the decision-making units which must be involved in development decisions are also specified. (NQ)

**ED 068 254** RC 006 542

*Hamm, Kathleen, Ed. And Others*

**Appalachia - An Economic Report: Trends in Employment, Income and Population, July 1972.**

Appalachian Regional Commission, Washington, D.C.

Pub Date Jul 72

Note—163p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Economic Development, Economic Disadvantagement, *Employment Trends, Housing, *Income, Labor Market, Migration Patterns, *Population Trends, *Statistical Data, Tables (Data), Unemployment

Identifiers—*Appalachia

Economic and demographic shifts in Appalachia show that overall conditions in the region are improving. This July 1972 economic report presents major changes in Southern Appalachia, Central Appalachia, Highlands Appalachia, and Northern Appalachia. The report includes (1) a summary of the previous year's economic report covering employment from 1965 to 1969, income from 1965 to 1968, and population growth over the 1960s; (2) a description and analysis of the most recent available trends in employment, work force, and unemployment (1969-70); (3) a discussion of the 1971 trends in Appalachia's 16 major labor market areas; (4) recent developments in income sources and growth (1968-69) and shifts in poverty in Appalachia over the 1960s; (5) a comparison of migration patterns in 1960-65 and 1965-70; and (6) a brief discussion of the quantity and quality of housing in Appalachia (based on 1970 census data). The analyses of income, employment, and migration do not cover the same years, owing to the varying availability of data. A list of the counties in the 4 regions of Appalachia is appended. The report contains tables and graphs of data. (NQ)

**ED 068 255** RC 006 543

**1971 Annual Report of the Appalachian Regional Commission.**

Appalachian Regional Commission, Washington, D.C.

Pub Date 31 Dec 71

Note—151p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Annual Reports, Child Development, Community Development, Development, *Economic Development, Education, Employment Trends, Environment, *Financial Support, Health, Income, Migration, *Population Trends, *Rural Areas, Tables (Data), Transportation

Identifiers—*Appalachian Regional Commission

The Appalachian Regional Commission was set up to promote the overall development of the Appalachian region through a phased series of public investments. This report focuses on what has been accomplished by the Commission in the 1971 fiscal year. It gives a general accounting of how funds have been used and how the program is financed. The Commission's organization, development strategy, revenue sharing, and the States' responsibilities and plans are discussed. An assessment of Appalachia, with regard to employment, income, population, and migration, is given. Programs developed by the Commission in such areas as transportation, environment, education, health, child development, youth leadership, community development, and research and planning are also discussed. The appendixes include listings of the Appalachian population, approved projects, expenditures by State, local development districts, and Appalachian research publications. (NQ)

**ED 068 256** RC 006 544

*Linton, Thomas H.*

**Rationale for Bilingual Education in South Texas.**

Education Service Center Region 1, Edinburg, Tex.

Pub Date 21 Nov 72

Note—8p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Academic Achievement, *Bilingual Education, *Educational Retardation, Legislation, *Relevance (Education), *Spanish Speaking, Student Attitudes

Identifiers—*South Texas

The potential advantages of bilingual educational programs for Spanish-speaking students in South Texas are discussed in this paper, which gives data on the academic achievement among Spanish-surnamed children in Texas. The paper covers both the traditional solutions to the academic difficulties of these students and bilingual education as an alternative approach. Also, the rationale for bilingual education is given with regard to its effect on educational retardation and the child's attitudes, the home, and the economic benefits. The national and state policies on bilingual education and preliminary data on the Region One Bilingual Project are included.

**ED 068 257** RC 006 545

*MacLean, Hope*

**A Review of Indian Education in North America.**

Ontario Teachers' Federation, Toronto.

Pub Date 72

Note—149p.

Available from—Ontario Teachers' Federation, 1260 Bay Street, Toronto 185, Ontario ($2.00)

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Academic Achievement, Adult Education Programs, *American Indians, Community Schools, *Cultural Education, *Educational Development, Educational Policy, Educational Programs, Elementary School Role, *Government Role, Post Secondary Education, Secondary Education

Identifiers—*Canada, United States

Formal and, where possible, informal educational programs designed specifically for American Indians in the U.S. and Canada between 1965-71 were studied. Information on Indian education in the U.S. was included to provide useful background material for a study of the Canadian situation. The dates were chosen arbitrarily to limit the scope of the research. The researchers were directed to gather data in the fields of elementary, secondary, postsecondary, and adult education in order to learn what programs were successful and who administered them. The study was to serve a dual purpose: (1) to provide information for teachers of Indian students, and (2) to find, if possible, a basic philosophy which leads to success or failure in Indian education. The major problem of Indian educators appeared to be their failure to recognize Indians as belonging to a unique culture, distinct from the mainstream of French and English culture in Canada. Educators have tried to fit Indian students into an alien type of educational program. Included among the list of 15 recommendations for programs, projects, and courses in Native studies are the following: (1) most important, that native cultural content should be included in the educational curriculum; (2) that there is a need for complete revision of all textbooks; (3) that Indian language courses should be instituted from kindergarten through to postsecondary levels; and (4) that social studies (history) courses should be set up to educate non-Indians about the background of the Indian. (FF)

**ED 068 258** RC 006 546

*Fuller, Stephen B.*

**Indians' Problems in Acquiring Development Capital. Four Corners Agriculture and Forestry Development Study. Special Report No. 11.**

Four Corners Regional Commission, Santa Fe, N. Mex.; New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Report No—FCRC-601-336-051

Pub Date Dec 71

Note—21p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Agronomy, *American Indians, *Credit (Finance), *Depleted Resources, *Federal Programs, Initial Expenses, Interest, Management Education, Operating Expenses, *Reports, Tables (Data)

Identifiers—*Southwest

The difficulty with which American Indians acquire equity capital and an examination of selected Federal programs which make this type of credit available to this minority group are discussed in this report. Specifically, collateral, fractional heirship, ownership of chattels, managerial training, repayment, and servicing of loans are discussed as barriers to capital acquisition. The government agencies analyzed which provide this capital are the Bureau of Indian Affairs (BIA), The Farmers Home Administration, The Economic Development Administration, The Small Business Administration, and the Office of Economic Opportunity. Specific suggestions are that Congress (1) authorize and appropriate at least an additional $50 million for the revolving loan fund; (2) inaugurate and establish a $200 million loan guaranty fund; (3) authorize interest subsidies on guaranteed loans; (4) authorize the BIA to sell existing revolving fund loans to financial institutions; and (5) authorize tribes to issue bonds exempt from Federal income tax for purposes related to the governmental affairs or operations of the tribe. It is noted that a major factor limiting the Indian in his competition for credit is his lack of managerial training. (HBC)

**ED 068 259** RC 006 552

*Turner, E. L., Jr.*

**The Division of Indian Education of the Arizona Department of Education to the Bureau of Indian Affairs. 1971-1972 Annual Report.**

Arizona State Dept. of Public Instruction, Phoenix, Div. of Indian Education.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Pub Date 72

Note—19p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*American Indians, *Annual Reports, Assessed Valuation, Average Daily Attendance, *Education, Enrollment, *Expenditures, Financial Support, Operating Expenses, Resource Allocations, Salaries, School District Spending, *Statistical Data

Identifiers—*Arizona, Bureau of Indian Affairs, Johnson O Malley Act

The Division of Indian Education of the Arizona Department of Education distributes Federal funds under the Johnson-O'Malley Act. These funds are provided to public schools and counties in Arizona with 3% or more American Indian children to help pay the cost of educating Indian children living on tax-exempt reservation lands. The host school district receives the full per capita cost of education in the case of out-of-district Indian children living in Federal dormitories. During the school year 1971-72, funds were provided to 20 school districts, 1 accommodation school, and 9 counties for administrative and supervisory services, special programs, and inservice training for Indian teachers. This report contains the annual report by the Division of Indian Education for the fiscal year ending June 30, 1972, as submitted to the Bureau of Indian Affairs. Statistical data is reported on the following: (1) receipts and expenditures of contract funds; (2) peripheral contract payments; (3) expenditures for State administration; (4) allotment and expenditures by districts; (5) enrollment, average daily attendance, and graduates by school; and (6) tax rates and assessed valuation by districts. The report also includes summary reports on elementary and high school Indian enrollment of Johnson-O'Malley participants. (NQ)

**ED 068 260** 24 RC 006 553

*Stewart, Graham Sullivan, Anne Marie*

**A Teacher's Guide for Planning and Conducting the Second Generation Institute.**

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2827

Pub Date 68

Contract—OEC-4-7-062827-3078

Note—66p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Check Lists, Guidelines, *Inservice Teacher Education, *Institutes (Training Programs), Language Development, Objectives,

Primary Education, *Program Design, *Teaching Guides, Teaching Techniques, *Team Training
Identifiers—*Southwestern Cooperative Educational Laboratory
Written as a guide for conducting a successful second institute, this manual included the objectives which should be transmitted to the teachers of the second institute and suggested methods for planning and conducting the institute and in-service training centers. In order to familiarize teachers with the Southwestern Cooperative Educational Laboratory's (SWCEL) Integrated Plan (a program in language development for 5- to 7-year-old children from different cultures), a 2-week, first generation institute for a team of selected teachers from cooperating school districts was planned. Upon returning to their home school districts, these teams were to undertake the planning, administration, and instruction of a 1-week, second generation institute for 20 teachers to convey to the teachers the objectives and techniques of the SWCEL Plan. Instructional materials presented in the first institute were to be adapted to fit the needs of the local district. According to this plan, at the end of the second institute, 24 teachers would be able to use the specialized instructional materials, new teaching techniques, and cultural sensitivity training in the classroom. A series of bimonthly in-service training and reaction centers in the local district were to be conducted by these 24 teachers. Interaction, reaction, review, and criticism of the Integrated Plan for evaluation and revision purposes were to be provided by the teachers. (NQ)

**ED 068 261** RC 006 555
*Smith, Bert Kruger*
**Project STAY.**
Texas Univ., Austin. Hogg Foundation for Mental Health.
Pub Date 72
Note—28p.
Available from—Publications Division, The Hogg Foundation for Mental Health, P.O. Box 7998, University Station, The University of Texas, Austin, Texas 78712 (Single copies free; more than 5 copies, $0.30 each)
**Document Not Available from EDRS.**
Descriptors—Agency Role, *Disadvantaged Youth, Economic Disadvantagement, *Educational Opportunities, Financial Support, *Higher Education, Information Services, Low Income Groups, *Mexican Americans, Minority Groups, *Resource Centers
Identifiers—*Project STAY
Project STAY (Scholarships to Able Youth), located in the barrio of San Antonio, Texas, helps young people stay in school beyond the secondary grades. The project provides outreach services to meet the needs of the students. Its primary service is to act as an advocate for these young people. The project recruits all types of youth from families in poverty areas who suffer economic deprivation, whether they have excellent grades or are low achievers. Project STAY persuades institutions to reevaluate their services for low-income and minority students. Among some of the project's outreach services are (1) instigating new ways of looking at college entrance examinations; (2) seeking possibilities for scholarships and grants; (3) encouraging colleges to utilize financial aid programs available through the Federal and State governments and to reevaluate their admissions policies in relation to these students; (4) encouraging the College Entrance Examination Board to establish test centers close to the neighborhoods; (5) helping to develop additional sources of aid for students through organizations, individuals, and foundations; (6) working with private colleges to allow for application fee waivers, (7) encouraging doctors to provide examinations for college health care, and (8) providing extensive information on education opportunities. Project STAY involves the parents in the process of aiding in their children's education. Staff members, who are all bilingual, serve as personal models for the young people. (NQ)

**ED 068 262** RC 006 557
*Correll, J. Lee, Ed. Watson, Editha L., Ed.*
**Welcome to the Land of the Navajo. A Book of Information about the Navajo Indians. Third Edition, 1972.**
Navajo Tribe, Window Rock, Ariz.
Pub Date 72
Note—178p.
Available from—Navajo Tribal Museum, P.O. Box #797, Window Rock, Arizona 86515 ($4.00)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—American Indian Languages, *American Indians, Bibliographies, Camping, *Cultural Background, Government (Administrative Body), Handicrafts, History, Parks, Physical Environment, *Recreational Facilities, Religion, *Reservations (Indian), *Tourism
Identifiers—*Navajos
Compiled and edited by the Museum and Research Department of the Navajo Tribe in 1972, the text provides information about the Navajo Indians and their vast reservation. Major areas covered include Navajo history and customs, religion, arts and crafts, Navajo tribal government and programs, Navajoland and places to go, 7 wonders of the Navajo world, books on the Navajos, and items on sale at the Navajo Tribal Museum. (Several pages may be light.) (FF)

**ED 068 263** RC 006 558
*Link, Martin A., Ed.*
**Navajo: A Century of Progress, 1868-1968.**
Navajo Tribe, Window Rock, Ariz.
Pub Date 68
Note—108p.
Available from—Navajo Tribal Museum, P.O. Box 797, Window Rock, Arizona 86515 ($6.00)
**Document Not Available from EDRS.**
Descriptors—American History, *American Indians, *Economic Development, *Educational Development, Government Role, Legal Responsibility, Negotiation Agreements, *Photographs, *Reservations (Indian), Tribes
Identifiers—*Navajos
The year 1968 marks the 100th anniversary of the signing of the Treaty of Peace between the Navajo tribe and the U.S. Government. The treaty, signed by 29 Navajo headmen and 10 officers of the U.S. Army on June 1, 1968, brought to an end a tragic period of suffering, hardship, deprivation, and exile at the Bosque Redondo, New Mexico. During the intervening century, the Navajo people have witnessed a substantial population increase and have undergone drastic and far-reaching changes in their economy, self-government, social status, education, and living conditions. The photographs, with accompanying text, capture a century of progress (1868-1968) for the Navajo Tribe. The contents include Dineh: The People; A Time for Suffering; The Treaty; Exodus; A New Beginning; and A Time for Living. (FF)

**ED 068 264** RC 006 560
**The Indian in Michigan: Ottawa; Chippewa; Potawatomi. John E. Munson Michigan History Fund Kit Number 1.**
Michigan State Commission on Indian Affairs, Lansing.
Pub Date [70]
Note—17p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Agriculture, *American Indians, Clothing, *Economic Factors, Handicrafts, *History, Religion, *Reservations (Indian), *Tribes
Identifiers—Chippewa, Ottawa, Potawatomi
A brief history of the American Indians of Michigan is presented in this booklet. Separate sections are devoted to each of the 3 tribes: The Chippewa, the Ottawa, and the Potawatomi. Each tribe is described in terms of its economic life, clothing and handicrafts, political system, and religious ideas. Also described are the 4 Indian reservations in Michigan: The Bay Mills Indian Community, the Keweenaw Bay Indian Community, the Hannahville Indian Community, and the Saginaw Chippewa Community. Information on the land area and population is given for each reservation. (PS)

**ED 068 265** RC 006 574
*Bhatnagar, Gurnam S. Singh, Raghu N.*
**The Two-Step Flow of Communications in Rural India.**
Pub Date Aug 72
Note—10p.; Paper prepared for Third World Congress of Rural Sociology (Baton Rouge, Louisiana, August 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Communications, *Community Leaders, Education, *Mass Media, *Oral Communication, *Rural Areas, Social Change
Identifiers—*India
The purpose of this study was to delineate the major channels of communication in 3 village communities in northern India. It was hypothesized that mass media would be an important source of information for the community leaders who would disseminate the information through personal contacts to other members of the community. It was further hypothesized that the 2-step flow of communication would be stronger in remote and isolated rural communities than in those located near urban centers. The data were collected from 3 villages at varying distances from urban centers. The sample consisted of 272 cultivators randomly selected from the 3 villages and community leaders identified by the cultivators. Major conclusions were that the mass media were an important source of communication for community leaders and educated persons; that the cultivators relied heavily on the leaders for information regarding innovation; and that the 2-step flow of communication was more significant in the remote village as compared to villages closer to urban centers. (PS)

**ED 068 266** 88 RC 006 576
*Miles, Marilyn*
**American Indian Enrollment in Classes for the Educable Mentally Retarded and Educationally Handicapped.**
Humbolt County Schools, Eureka, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date 72
Note—9p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*American Indians, *Educable Mentally Handicapped, *Enrollment, Mentally Handicapped, Programed Instruction, Programed Materials, *School Surveys, *Special Education, Trainable Mentally Handicapped
Identifiers—*Northern Indian California Education Project
To determine the current status of American Indian enrollment in special classes, the 24 elementary schools, with from 13 to 741 pupils, serviced by the Northern Indian California Education Project (Title III, Elementary and Secondary Education Act) were surveyed during the 1971-72 school year. The survey covered the type of programs in existence, the number of children being serviced, the number of Indian pupils enrolled in such programs, and, if no programs existed, the number of children needing special services. All 24 target schools responded to a 3-page survey. In most cases, the survey was completed by the school principal with the assistance of the special education teachers (the breakdown by individual schools is contained in Appendix A). As a follow-up to this survey, the results of the survey and their implications were discussed at a 1-day meeting of school psychologists and psychometrists in the service area. Within the 24 target schools, 1,250 students of the total 8,025 student population were Indian, indicating that within the schools surveyed there was not a disproportionate enrollment of Indian pupils in Educable Mentally Retarded (EMR) and Educationally Handicapped (EH) classes. It is stated that this report undoubtedly contains some inaccuracy in the identification of students as being a member of one ethnic group or another; however, this report does represent a good sample of the total number of Indian pupils enrolled in programs for EMR (10) and EH (23) within the 24 target schools surveyed. (FF)

**ED 068 267** 88 RC 006 577
*Tarbet, Don Miles, Marilyn*
**Northern Indian California Education Project; An Analysis of Responses by Practicing School Psychologists on a Pre-Questionaire.**
Humbolt County Schools, Eureka, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date 72
Note—10p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Performance, *American Indians, Educational Diagnosis, *Educational Problems, Measurement Instruments, *Measurement Techniques, Psychological Evaluation, Psychological Tests, *Questionnaires, *School Psychologists, Student Behavior, Student Evaluation, Testing Problems, Test Interpretation, Workshops

Identifiers—*Northern Indian California Education Project

School psychologists (13) representing the 6 counties served by the Northern Indian California Education Project (Title III, Elementary and Secondary Education Act) attended a workshop on January 14, 1972, at Humboldt State College. Also attending were Humboldt State personnel from the fields of education and psychology. The workshop was intended to bring together the practicing school psychologists to discuss educational problems of American Indian children within the service area. The problems of accurately conducting diagnostic evaluations of Indian students for special education placement or for other such purposes was of primary concern. A pre-questionnaire was administered to determine what instruments and procedures are currently used. The questionnaire was analyzed by tabulating responses and by running a factor analysis of correlations among responses. The education problem was seen as having 2 basic sources: (1) school--poor teaching, poor expectancies on the part of educators, irrelevant material, vast difference in environment from home; and (2) home and cultural factors--poor use of language by parents, unfavorable perception of education, different goals and values, and so on. The solutions decided upon were to develop a wide range of learning skills, more flexibility in educational programs, preschool work, smaller classes, better diagnostics, special instruction, and stressing of positive aspects of child's performance in communication with the home. The respondents also suggested that better instruments are needed for testing minority group children. (FF)

**ED 068 268** 95 RC 006 580

**Chicanismo.**

Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Note—14p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Bibliographies, *Books, *Films, *Mexican Americans, Periodicals, *Resource Materials

Identifiers—*California

The Committee to Recruit Mexican American Librarians compiled this bibliography containing 91 adult and children's books, periodicals, and films. A list of 14 sources for Spanish language materials in California is included. The materials are in English and are about the Chicano, excluding Mexico and the Mexican. These materials were selected by the Committee in order to fill the need for a representative collection in libraries everywhere. (NQ)

# SE

**ED 068 269** SE 010 945

*Middleton, Lennie Small, Jr.*

**A Process-Conceptual Scheme Approach for Junior College General Education Science Instruction.**

Pub Date 69

Note—92p.; Ph.D. Dissertation, University of Florida

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-11,745 MF $4.00, Xerography $10.00)

**Document Not Available from EDRS.**

Descriptors—*College Science, *Curriculum, Doctoral Theses, *General Education, *Scientific Concepts, *Scientific Enterprise

After reviewing related literature and consulting with scientists and science educators, the investigator identified seven processes of science (observing, describing-communicating, predicting, inferring, factor identification, experimental analysis, and experimental design) and ten scientific conceptual schemes (matter-energy-forces, interaction, change, equilibrium, conservation, systems organization, variation, relativity, reproduction, and adaptation-conformation) as consistent with the general education of junior college students. Some support for the use of these conceptual schemes and processes of science was obtained in a small scale study of the reactions of students to a course where the schemes and processes were identified and students encouraged to use them in organizing their work. Changes in scores on the Test on Understanding Science and the Iowa Test of Educational Development and student reaction papers provided evidence that the students were benefiting from the approach. (AL)

**ED 068 270** SE 012 552

*Meyer, Rex*

**Report to UNESCO on Eleven Weeks as Consultant to the Governments of Kenya, Tanzania, Zambia and Malawi on Aspects of Biology Teaching, February to April, 1971.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—ISBN-85837-006-9

Pub Date 71

Note—147p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Biology, Change Agents, Curriculum Development, *Developing Nations, Educational Programs, *International Education, Secondary School Science

Identifiers—Kenya, Malawi, Tanzania, UNESCO, Zambia

This report describes the activities of a UNESCO consultant who visited Kenya, Tanzania, Zambia and Malawi for the purpose of assisting local education agencies in the Biology Teaching Pilot Project. The consultant's report briefly summarizes the status of the School Science Project (SSP) in these East African countries. Also listed are the attempts and activities that have been undertaken to write books, train teachers and evaluate the program. Recommendations for future action are given. (PS)

**ED 068 271** SE 012 631

**Environmental Involvement. . . A Teacher's Guide (2nd Edition).**

Pub Date 71

Note—17p.

Available from—Dow Chemical Company, 2020 Dow Center, Midland, Michigan 48640

**Document Not Available from EDRS.**

Descriptors—*Elementary Grades, *Environmental Education, *Experiments, Instructional Materials, Natural Resources, Perception, Pollution, *Secondary Grades, Student Projects, *Teaching Guides

Presented in this teacher's guide are ideas and projects to help students develop an awareness and appreciation of their environment. Sharpening the senses is emphasized through activities dealing with water quality, sound qualities, and noise, air quality, solid waste control, and soil management. The text is divided into four levels roughly corresponding to grades K-3, 4-6, 7-9, and 10-12. Most of the experiments require only simple materials, and several are built on related projects from previous grade levels. Half of the booklet is devoted to a bibliography of publications, films, and teaching materials/lesson plans in each of the subject areas. (BL)

**ED 068 272** SE 013 700

**International Co-ordinating Council of the Programme on Man and the Biosphere (MAB). Final Report.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Feb 72

Note—66p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Conservation Education, Demography, *Ecology, *Environmental Influences, *International Organizations, Natural Resources, *Reports, *Research Needs

Identifiers—Man and the Biosphere

Man and the Biosphere Program is an interdisciplinary program of research which emphasizes an ecological approach to the study of interrelationships between man and the environment. It is concerned with subjects of global or major regional significance which require international cooperation. This final report discusses areas in which international research projects need to be conducted. (Author/CP)

**ED 068 273** SE 014 459

**Forestry Activities. A Guide for Youth Group Leaders.**

Forest Service (DOA), Washington, D.C.

Report No—PA-457

Pub Date Feb 70

Note—32p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.20)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Conservation Education, Environmental Education, *Forestry, *Leaders Guides, *Learning Activities, Methods, Natural Resources, *Youth Programs

Twenty-six activities related to forestry, conservation, and outdoor education comprise the content of this leader's guide. Designed for use with youth groups, ideas and techniques range from forest conservation mobiles, locating forest fires, and Christmas tree uses to litterbug campaigns, watershed experiments, and crossword puzzles. Activities are interdisciplinary in nature, dealing with language arts, science experiments, mathematics, art, community service, social studies, economics, and leadership. A major concept or goal for each activity is defined. (BL)

**ED 068 274** SE 014 484

**Title III in Environmental Education.**

George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—35p.

Journal Cit—The Title III Quarterly; Spring 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Community Programs, *Educational Innovation, *Environmental Education, *Federal Aid, Program Descriptions, *Projects, Regional Programs, State Programs

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Contributions derived from ESEA Title III funds to the new environmental thrusts in American education are portrayed in this quarterly journal. These funds have provided opportunities for development of innovative, model environmental education programs in many local school districts. Responding to new educational needs, the projects have sought to frame new objectives, cognitive goals, attitudinal change strategies, lesson plans, teaching materials, and/or evaluation instruments. Resumes of selected projects may serve as sources of information to school administrators who are thinking of adding environmental education programs and to teachers who are seeking ways to give their students environmental experiences. Model projects reviewed include: Project ECO, Ames, Iowa, a community program in environmental education; Project ICE, Green Bay, Wisconsin, a regional approach to environmental education; and the Maine Environmental Education Project, a statewide strategy for environmental education. Accomplishments of the New Jersey State Council for Environmental Education and its master plan for statewide environmental education are enumerated, together with brief descriptions of four projects citing ways and means of implementing environmental philosophies and objectives and 15 projects addressing problems common to many programs and states. Statements from four environmental leaders on "Why Environmental Education?" conclude the document. (BL)

**ED 068 275** SE 014 488

**Bibliography of Water Quality Research Reports.**

Environmental Protection Agency, Washington, D. C. Office of Research and Monitoring.

Pub Date Jun 72

Note—50p.; Water Pollution Control Research Series

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Bibliographies, *Environmental Research, Government Publications, Pollution, Quality Control, *Reports, Technology, *Water Pollution Control

Prepared for the Environmental Protection Agency (EPA), this bibliography of published reports covers information concerning the advancement of water pollution control technology and knowledge. The reports provide a central source of information on the research, development, and demonstration activities in the water research program of the EPA, through inhouse research and grants and contracts with Federal, State, and local agencies, research institutions, and industrial organizations. Items are categorized as: (1) Municipal Pollution Control, (2) Industrial Pollution Control, (3) Agricultural Pollution Control, (4) Mining Pollution Control, (5) Other Sources of Pollution Control, (6) Water Quality Control, (7) Waste Treatment and Ultimate Disposal, and (8) Water Quality Requirements Research. Each

entry lists report number, title and author of report, source of availability, and cost of purchase. Over 600 reports are noted. (BL)

**ED 068 276** SE 014 489
**Science, Public Policy and the Scientist Administrator: An Anthology.**
National Institutes of Health (DHEW), Bethesda, Md.
Note—275p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Federal Government, Policy, Policy Formation, *Public Policy, *Science Programs, *Scientists, Technology
Contained are articles on three main aspects of science and technology. Part I contains articles related to the "Socio-Economic Impact of Science and Technology." The articles in Part II are grouped under a broad title, "The Structure, Function and Responsibilities of the Executive and Legislative Bodies in the Development of Science Policy." This section has articles on topics such as "Scientific Advice for Congress," "-National Planning for Medical Research," and "-Some Current Problems of Government Science Policy." Part III is entitled "Science and Academia." Some of the articles in this section are on topics such as "The Scientist as Public Administrator," "The Fiscal Dilemma of Academic Science," and "Educating for the Scientific Age." A bibliography of selected readings is included in the appendix. (PS)

**ED 068 277** SE 014 493
**Learning Activities Packages, Earth Science and Life Science.**
Miller Junior High School, Marshalltown, Iowa.
Pub Date 72
Note—239p.
Available from—Miller Junior High School, South Eleventh Street, Marshalltown, Iowa 50158 ($10.00 for both sets, $5.00 per set, or $1.00 each activity package)
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Biology, *Curriculum, *Earth Science, *Junior High Schools, Science Activities, *Teaching Procedures
Thirteen "Learning Activities Packages" for junior high school students focus on earth science and life science. Individual packages can be used with some lecture and films. Each learning activity package lists behavioral objectives and concepts to be used. Lists of reading assignments and references, along with laboratory activities, are also included, followed by a list of resource materials (films, tapes, film strips and enrichment materials), a vocabulary list, grade specifications in terms of required and supplemental activities, and test items. The activity packages are prepared by Miller Junior High School, Marshalltown, Iowa. (Page 128 may be illegible.) (Author/PS)

**ED 068 278** SE 014 498
**Electronics 7-12 [Instructional Objectives Exchange].**
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.
Pub Date 70
Note—113p.
Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 ($8.00 plus 2.5% postage and handling)
**Document Not Available from EDRS.**
Descriptors—Achievement Tests, *Course Objectives, *Electronics, *Instructional Materials, Objectives, *Physics, *Science Tests, Secondary School Science, Tests
Included are instructional objectives which can be considered for use in a classroom or laboratory. The objectives are followed by measurement items meant to test if a certain objective is accomplished. Means for judging the adequacy of student responses are given. The areas of electronics included in this publication are: Fundamentals, Block Diagrams, Direct-Current Circuits, Primary and Secondary Batteries, Magnetism, Electromagnetic Induction, Direct-Current Generators, Direct-Current Motors and Controls, Alternating Current, Single-Phase Circuits, and Operations and Maintenance. A glossary is included. The publication is suitable for grades 7-12. (PS)

**ED 068 279** SE 014 512
*Feller, Irwin*
**The Application of Science and Technology to Public Programs.**
Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.
Pub Date Aug 71
Note—535p.; Proceedings of the Eastern Regional Conference on Science and Technology for Public Programs, Cambridge, Massachusetts, April 2-3, 1970
**EDRS Price MF-$0.65 HC-$19.74**
Descriptors—City Wide Programs, *Conference Reports, Environmental Influences, *Problems, *Sciences, Systems Analysis, *Technology, *Urbanization
Conference papers, recommendations, and discussion are compiled, focusing on the complex of problems associated with rapidly expanding urbanization and consequent rural dislocation. Topics exploring the problems included: air and water pollution; program planning and management; solid waste disposal; transportation; housing; crime control; health services; education; innovation; opportunities for State science action; system research and management for State and local systems; organizational fragmentation; mechanisms for resource allocation and program evaluation; new structures for Federal-State-local government cooperation; universities and public service; resources for State manpower and financing; industry and government; new communities; saving old towns; regional cooperation in the use of computers; citizen feedback systems; development of the shore and continental shelf of the northeast region; and technology transfer. Major emphasis was on defining these problems confronted by State and local governments in terms of the potential contribution that science and technology could make to their solutions. However, plenary session papers illustrated not only opportunities, but also social, technical, economic, and institutional obstacles in the path of technological innovation and application. (BL)

**ED 068 280** SE 014 518
*Bourgeois-Pichat, Jean*
**Country Profiles. France.**
Population Council, New York, N.Y.
Pub Date May 72
Note—12p.
Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*France
A profile of France is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: (1) location and description of the country; (2) population--size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, education, economic status, future trends; (3) population growth and socioeconomic development--relationships to national income, economic activity, international trade, consumption, national social security budget; (4) history of population concerns; (5) population policies; and (6) scientific research in population studies. Demographic problems have been a major concern in France since the beginning of the century, with distinct pronatalist and antinatalist movements emerging. Their respective influences on official policy have extended to this day. At the present time, France has a developing body of laws protecting the family and encouraging large families, but the country is also liberalizing the laws that restrict use and dissemination of contraceptive methods. References and a country map are given. (BL)

**ED 068 281** SE 014 528
**Nutrition Education Guide.**
Edmonds School District 15, Lynnwood, Wash.
Pub Date [71]
Note—38p.
Available from—Edmonds School District 15, 3800 196th S.W., Lynnwood, Washington 98036 ($1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Curriculum Development, *Dietitians, Food Service, Health Education, Instructional Materials, *Lesson Plans, Lunch Programs, *Nutrition Instruction, *Teaching Guides
This study guide is an attempt to relate the serving of adequate and nutritious meals to the total education process and to teach the importance of and the necessity for establishing lifetime nutrition practices. Designed for school food service personnel, it outlines an approach to nutrition education at various levels from preschool through college, adult education, and dietetic internship. Following an introduction of basic aims, beliefs, and factors involved in an effective school lunch program, the booklet is divided into lesson plans for teaching the different age levels. Each lesson plan contains objectives, procedures for meeting objectives, and evaluation experiences. It identifies many opportunities to teach nutrition in school food service, but the school lunch is the only vehicle used. In addition to the lesson plans, nutrition information, description of the Type A meal pattern, meal planning pointers, references, and teaching resources are given. (BL)

**ED 068 282** SE 014 530
**Directory of Federal R & D Installations for the Year Ending June 30, 1969. A Report to the Federal Council for Science and Technology.**
National Science Foundation, Washington, D.C.
Report No—NSF-70-23
Pub Date Jun 70
Note—1044p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($6.75)
**EDRS Price MF-$0.65 HC-$36.19**
Descriptors—*Directories, *Federal Programs, *Research and Development Centers, Resource Materials, *Sciences, *Technical Institutes
Included are a list and brief description of Research and Development Centers supported by the Federal Government as of June 30, 1969. The directory reports are arranged alphabetically by agency within the major subordinate echelons and include Federally Funded Research and Development Centers, except those funded by the Department of Health, Education, and Welfare (Office of Education). The other categories include Agriculture, Atomic Energy Commission, Justice, Commerce, Defense, Federal Communications Commission, Federal Trade Commission, Department of Interior, National Aeronautics and Space Administration, National Science Foundation, Post Office, Smithsonian Institution, Tennessee Valley Authority, Transportation, Treasury, and Veterans Administration. The information on each center is limited and covers address, number of personnel, funding, major functions and activities, major equipment, and publications. (PS)

**ED 068 283** SE 014 533
*Carroll, Thomas E.*
**Statement, Honorable Thomas E. Carroll, Assistant Administrator for Planning and Management, Environmental Protection Agency, Before the Select Subcommittee on Education, Committee on Education and Labor, House of Representatives, April 17, 1972.**
Pub Date Apr 72
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administrative Agencies, *Agency Role, Citizen Participation, Educational Programs, *Environmental Education, *Federal Programs, Manpower Development, *Pollution, Quality Control
Thomas Carroll's address, delivered during 1972 Earth Week celebrations, discusses the Environmental Protection Agency's (EPA) activities in environmental education. A review of the EPA role in environmental education is given, indicating the need for developing a conceptual framework to improve program planning by EPA and related federal agencies. Such analysis will make known which environmental education programs should receive priority as most likely to achieve pollution abatement goals. The concern for environmental protection, causing a concurrent increase in concern for environmental leadership, has led the Agency to sponsor a number of learning opportunities: formal education, informal learning, and manpower development and training. Activities in each of these areas are briefly summarized. Formal education

taking place in the classroom emphasizes a problem solving approach to the environment and encourages an understanding of the tradeoffs involved in various pollution control activities. Informal learning, which encompasses civic action, attempts to motivate people to act in an environmentally concerned way. Manpower development and training consists of a broad array of programs to develop a highly skilled work force for implementing EPA's mission to abate and control pollution. (BL)

**ED 068 284** SE 014 542
*Harrington, Robert F. Passmore, Richard C.*
**Learning About Environment (Students' Text and Teachers' Manual).**
Canadian Wildlife Federation, Ottawa (Ontario).
Pub Date Jun 72
Note—80p.
Available from—Canadian Wildlife Federation, 1419 Carling Avenue, Ottawa, Canada K1Z 7L7 (Students' Text $1.50, and Teachers' Manual $1.50)
**Document Not Available from EDRS.**
Descriptors—Ecology, *Environmental Education, *Instructional Materials, *Junior High School Students, Natural Resources, Relationship, *Teaching Guides, Textbooks, *Units of Study (Subject Fields)
The first of a sequential series of ecology units for students in grades six, seven, and eight is presented in this set of instructional materials: a student text and teachers' manual. The principal aim of each unit is to offer a teachable block of material that will provide students with an understanding of their environment and of their own role in it. By creating ecological awareness, it is hoped that a foundation will be laid for good environmental citizenship. Simplified explanations and close-to-home examples furnish insights into man's place in nature, the complexity of interactions within natural systems, the vulnerability of individual strands of delicate webs, the limits of the earth, and the need to husband its resources intelligently. The student text, liberally illustrated with photographs and pen and ink sketches, includes descriptive subject information, vocabulary words, and thought and discussion questions for each of the ten chapters. The accompanying teachers' manual supplies additional background, examples, suggestions, and references arranged in a chapter-by-chapter sequence following the student text format. (BL)

**ED 068 285** SE 014 544
**Science Books, A Quarterly Review, Volume 8 Number 2.**
American Association for the Advancement of Science, Washington, D.C.
Pub Date Sep 72
Note—188p.
Available from—AAAS Publications Department, 1515 Massachusetts Avenue, N. W., Washington, D. C. 20005 ($10.00 annual subscription, $3.00 single copy)
**Document Not Available from EDRS.**
Descriptors—Biology, *Book Reviews, Elementary Education, *Environmental Education, Higher Education, Mathematics, Medicine, Psychology, Resource Materials, *Science Education, Secondary Education, Textbook Evaluation, *Textbooks
This quarterly journal reviews books in different science fields which could be used by teachers in elementary school, secondary school, and in the first two years of college. Not only are the textbooks reviewed, but trade books and reference works in pure and applied sciences are included. Annotations are listed in order of Dewey Decimal Classification. A four-point recommendation scale is given for each book, ranging from highly recommended to not recommended, and the level of use of the book is given. (PS)

**ED 068 286** SE 014 550
*Smith, J. C.*
**The Aerospace Age. Aerospace Education I.**
Air Univ., Maxwell AFB, Ala.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date 71
Note—211p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Aerospace Education, *Aerospace Technology, Development, *Instructional Materials, Resource Materials, *Science History, Supplementary Textbooks, *Textbooks
This book is written for use only in the Air Force ROTC program and cannot be purchased on the open market. The book describes the historical development of aerospace industry. The first chapter contains a brief review of the aerospace environment and the nature of technological changes brought by the aerospace revolution. The following chapter discusses how ancient men learned about basic aerodynamic principles. The third chapter contains a description of how the first airplane was developed and subsequent modifications in design, speed and comfort. Finally, the evolution of spacecraft is described, as well as possible future developments in the aerospace industry. (Author/PS)

**ED 068 287** SE 014 551
*Savler, D. S.*
**Aircraft of Today. Aerospace Education I.**
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date 71
Note—179p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Aerospace Education, *Aerospace Technology, Instruction, National Defense, *Physical Sciences, *Resource Materials, Supplementary Textbooks, *Textbooks
This textbook gives a brief idea about the modern aircraft used in defense and for commercial purposes. Aerospace technology in its present form has developed along certain basic principles of aerodynamic forces. Different parts in an airplane have different functions to balance the aircraft in air, provide a thrust, and control the general mechanisms. Profusely illustrated descriptions provide a picture of what kinds of aircraft are used for cargo, passenger travel, bombing, and supersonic flights. Propulsion principles and descriptions of different kinds of engines are quite helpful. At the end of each chapter, new terminology is listed. The book is not available on the market and is to be used only in the Air Force ROTC program. (PS)

**ED 068 288** SE 014 552
*Mackin, T. E.*
**Aerospace Industry and Research. Aerospace Education II.**
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date 69
Note—114p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
**Document Not Available from EDRS.**
Descriptors—*Aerospace Education, *Aerospace Industry, National Organizations, *Organizations (Groups), *Programs, *Resource Materials, Supplementary Textbooks, Textbooks
This book, to be used in the Air Force ROTC program only, discusses various aspects of the aerospace industry and its importance to the society. Not only does a modern and strong aerospace technology help in national defense, but it is a major economic industry as well. The vast number of people employed could shake the roots of economic prosperity in a nation, should those people be out of work. Besides providing jobs to people, the growth of this industry ensures future human "leaps" in space and advancements in many other areas. The impact on society of research in this area is profound and will be felt more in the future. This industry also provides a field which can boost cooperation among nations of the world. (PS)

**ED 068 289** SE 014 553
*Gromling, F. C. Mackin, T. E.*
**Air Navigation. Aerospace Education II.**
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date 69
Note—117p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Aerospace Education, Instruction, *Navigation, *Resource Materials, *Supplementary Textbooks, *Techniques, Textbooks
This book, which can be used only in the Air Force ROTC program, elucidates ideas about air navigation techniques. The book is divided into two main parts. The first part describes the earth's surface and different components of navigation. A chapter on charts provides ideas about different kinds of charts and a variety of symbols used in preparing them. The second part of the book describes various techniques used in navigation. The areas described in this section include preflight preparation, dead reckoning, navigation instruments, radio and electronic navigation, radio language and communication procedures. A description of the variety of information available to pilots is informative. (PS)

**ED 068 290** SE 014 554
*Orser, N. A. Glascoff, W. G., III*
**Civil Aviation and Facilities. Aerospace Education II.**
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date 69
Note—148p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Aerospace Education, *Agency Role, *Government Role, Instruction, *National Organizations, *Resource Materials, Supplementary Textbooks, Textbooks
This book, which is to be used only in the Air Force ROTC training program, deals with the kinds of civil aviation facilities and the intricacies and procedures of the use of flying. The first chapter traces the development of civil aviation and the formation of organizations to control aviation systems. The second chapter describes varieties of aviation for which the term "civil aviation" is used. This includes brief descriptions of agricultural, business, instructional, recreational, air taxi service, and civil air patrol aviation systems. The third chapter delves into the problems related to the management of aviation facilities. A chapter on air traffic control provides information on its role. One full chapter on the construction and operation of airports is very informative in nature. (PS)

**ED 068 291** SE 014 555
*Savler, D. S.*
**Military Aerospace. Aerospace Education II.**
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date 69
Note—170p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Aerospace Education, Agency Role, *Military Air Facilities, *National Defense, *Resource Materials, *Supplementary Textbooks, Textbooks
The book tries to put the Air Force in the correct perspective according to its role and the necessity for national defense. The three areas covered are strategic offence, strategic defense, and general purpose. The first chapter describes the national policies and objectives and emphasizes the role of the Air Force in peace and war. The second chapter describes the organization of the strategic offense program. The third chapter deals with the need for combat tasks of defense. The fourth chapter is entitled "-Tactical Air Forces" and describes the general purpose operations of the Air Force. The last two chapters emphasize the relationship of three defense forces and organizations necessary for further development in research, education, and training programs. The book is to be used only for the Air Force ROTC program. (PS)

**ED 068 292** SE 014 556
*Mackin, T. E.*
**Propulsion Systems for Aircraft. Aerospace Education II.**
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date 69
Note—128p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Aerospace Education, *Aerospace Technology, *Engines, Instruction, *Physical Sciences, *Resource Materials, Supplementary Textbooks, Textbooks
The main part of the book centers on the discussion of the engines in an airplane. After describing the terms and concepts of power, jets, and rockets, the author describes the reciprocat-

ing engines. The description of diesel engines helps to explain why these are not used in airplanes. The discussion of the carburetor is followed by a discussion of the lubrication system. Lubrication is an important feature in the smooth functioning of aircraft, not only because of lubrication properties but because of its complementary role in cooling down the heat released in engines. The chapter on reaction engines describes the operation of the jet in theory and gives examples of how the different types of jet engines operate. Rocket engines are also explained briefly. The book is to be used for the Air Force ROTC program only. (PS)

**ED 068 293** SE 014 557
*Glascoff, W. G., III*
**Theory of Aircraft Flight. Aerospace Education II.**
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date 69
Note—118p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Aerospace Education, *Aerospace Technology, *Fundamental Concepts, Instruction, *Physical Sciences, *Resource Materials, Supplementary Textbooks, Textbooks

The textbook provides answers to many questions related to airplanes and properties of air flight. The first chapter provides a description of aerodynamic forces and deals with concepts such as acceleration, velocity, and forces of flight. The second chapter is devoted to the discussion of properties of the atmosphere. How different characteristics of atmosphere help make flight possible, how man can harness the air for flights, and several other questions related to balancing of forces in the air are discussed in this and the third chapter. The discussion centers, in the fourth and fifth chapters, on how aircraft move through the air. The next two chapters discuss the aircraft structure and various kinds of instruments used to control the flight. A brief description of navigation instruments is also included. The book is to be used only in the Air Force ROTC program. (PS)

**ED 068 294** SE 014 558
*Coard, E. A.*
**Space Exploration: Manned and Unmanned Flight. Aerospace Education III.**
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date 71
Note—196p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Aerospace Education, *Aerospace Technology, Lunar Research, National Organizations, *Programs, *Resource Materials, *Space Sciences, Supplementary Textbooks, Textbooks

This book, for use only in the Air Force ROTC training program, deals with the idea of space exploration. The possibility of going into space and subsequent moon landings have encouraged the government and scientists to formulate future plans in this field. Brief descriptions (mostly informative in nature) of these plans provide an account of future challenges and impact on life situations. The Apollo program will culminate in a Skylab meant to gather information about space and the planets. The Skylab should lead to setting up a permanent space station. Later probes of planets, especially Venus, will provide information that might prove very useful in the study of the universe. (PS)

**ED 068 295** SE 014 575
**The Callaway Gardens Conference on Building a Multiyear, Multidisciplinary, High School Science Program. Final Report.**
Florida State Univ., Tallahassee.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Oct 71
Note—72p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Conference Reports, *Curriculum Planning, *Educational Needs, High Schools, Individualized Instruction, *Interdisciplinary Approach, Learning Theories, *Secondary School Science
Identifiers—Callaway Gardens Conference, National Science Foundation

In addition to a summary of the proceedings of the Callaway Gardens Conference attended by selected science educators, scientists, and psychologists, invited papers by Robert Gagne ("The High School Science Program--A Psychologist's Assessment") and Clifford Swartz ("The High School Science Program--A Scientist's Assessment") are printed in full. The preliminary working paper, by Ernest Burkman, James DeRose, and Clifford Swartz, and summaries of the three working groups of the conference are also included. The conference concluded that the present high school science program, with its relatively uncorrelated and inflexible sequence of biology, chemistry, and physics is not suitable for the majority of high school students because it tends to overemphasize "pure" science and neglect the social implications of science and technology. Conferees agreed that a totally unified program, designed to cross traditional subject boundaries and include materials from more areas of science, including social science, should be introduced. To increase flexibility to cater to individual differences in interests and abilities, a three-year program based on one- to three-week relatively independent units was recommended. This would also allow science to be seen as a subset of a total educational program. (Several pages may be light.) (AL)

**ED 068 296** SE 014 578
**A Selected Bibliography.**
Planned Parenthood--World Population, New York, N.Y. Katherine Dexter McCormick Library.
Pub Date 72
Note—17p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Annotated Bibliographies, Bibliographies, Demography, Environment, *Family Planning, Indexes (Locaters), Information Science, *Population Education, *Reference Materials

The books in this bibliography have been chosen for those specialists and professionals in the fields of population and family planning who are seeking references either in their own disciplines or in closely related areas. Classification is based on that used by the Katharine Dexter McCormick Library. Annotated entries (182) are compiled under the following topics: population/family planning in the United States, family planning and poverty, family planning programs abroad, family planning research, national fertility studies, family planning training, contraception, genetic counseling, infertility, abortion, marriage and human sexuality, population, population and environment, population--economic aspects, demographic research, and religions and birth control. A list of publishers' addresses is appended. (BL)

**ED 068 297** SE 014 579
**Council of Europe News-Letter 3/72.**
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date 72
Note—29p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Comparative Education, Educational Administration, Educational Finance, Educational Legislation, *Higher Education, International Education, *Newsletters, Secondary Education, *Teacher Education

The first part of the newsletter is devoted to three excerpts on higher education. Several solutions are suggested for reformation of education at the university level, including one of implementing a policy of allowing an interval period between leaving school and entering the university. The second part of the newsletter describes steps undertaken, either through educational legislation or otherwise, in 13 European countries. English articles describe such steps in Austria, Denmark, Federal Republic of Germany, Ireland, Netherlands, Norway, Scandinavia, Sweden, and United Kingdom. Reports about Belgium, Spain, France, and Switzerland are given in French. Some of the topics covered are teacher education, educational finances, cultural cooperation, university organization, special education, non-university sector, and economics of the Open University in England. (PS)

**ED 068 298** SE 014 582
**Unit: Model for Matter, Inspection Pack, National Trial Print.**
Australian Science Education Project, Toorak, Victoria.
Pub Date Jun 72
Note—175p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
**Document Not Available from EDRS.**
Descriptors—*Atomic Structure, Instruction, Laboratory Manuals, *Models, Physical Sciences, *Science Course Improvement Project, Secondary School Science, Teaching Guides, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project

Mental and physical models are treated in the Australian Science Education Project trial unit prepared for students in a transitional stage between concrete and abstract reasoning. Students are introduced to the particle model of matter through a series of core activities, including a combination game using nuts and bolts, culminating in a "test" of the model. The optional activities from which students are expected to choose are designed as self-paced activities. The options are "A Chemical Reaction" (lead nitrate/potassium iodide); "Chemical Shorthand"; "Paper Clips and Particles" (displacement of copper from solutions of three copper compounds); "Carbon Compounds" (the relation of empirical and structural formulae of organic compounds using model building kits); and "Inside the Atom" (a reading unit outlining the history of the development of models of the atom). The student manual contains instructions for all activities in the core and options, poses questions to be answered in the separate data book where results of laboratory activities are also to be recorded, and contains diagnostic tests after each option. Annotated answers to the test appear at the end of the booklet. The teacher's guide, an "overprinted" version of the student manual, gives objectives for the unit; lists apparatus, supplies and audiovisual aids; suggests references; and indicates possible teaching techniques, including links with other units in the series. (AL)

**ED 068 299** SE 014 587
**Laboratory Training Manual on the Use of Isotopes and Radiation in Entomology.**
International Atomic Energy Agency, Vienna (Austria).
Report No—TR-S-61
Pub Date 66
Note—146p.
Available from—UNIPUB, Inc., P. O. Box 433, New York, New York 10016 ($3.50)
**Document Not Available from EDRS.**
Descriptors—Biology, *Entomology, *Laboratory Techniques, *Laboratory Training, *Radiation, Radiation Biology, *Radioisotopes, Research Skills, Scientific Research

This publication should be useful for those who are interested in the theory and application of isotopes and radiation in agriculture and entomology. There are two main parts in the publication. Part I, entitled Basic Part, includes topics which an individual should know about radioisotopes and radiation. There are laboratory exercises included in this section. Some of the topics included are energy of radiation, autoradiography, health physics; docontamination, and activation analysis. Part II, entitled Applied Part, consists of detailed laboratory exercises in the use of isotopes and radiation in entomology. The publication should be useful for conducting training programs in this field. (PS)

**ED 068 300** SE 014 588
**Laboratory Training Manual on the Use of Radionuclides and Radiation in Animal Research, Third Edition.**
International Atomic Energy Agency, Vienna (Austria).
Report No—TR-S-60
Pub Date 72
Note—183p.
Available from—UNIPUB, Inc., P. O. Box 433, New York, New York 10016 ($5.00)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Agricultural Technicians, Agriculture, *Animal Science, College Science, Instructional Materials, *Laboratory Techniques, Laboratory Training, *Radiation Biology, Radiation Effects, *Research Skills, *Scientific Research

This publication is written for those researchers who are interested in the use of radionuclides and radiation in the animal science field. Part I presents topics intended to provide the theoretical base of radionuclides which is important in

order to design an experiment for drawing maximum information from it. The topics included in this division are: aspects of ionizing radiation, its detection and measurement, its associated hazards, and some common applications. Laboratory exercises in this division are designed with an aim to provide basic and some advanced skills in this area. Part II, entitled Applied Part, provides a number of detailed practical situations for the use of radionuclides and radiation. There is a small section devoted to exercises on the preparation of radionuclides and procedures with animals. It should provide a systematized course of study for a training program for persons in the field. (Author/PS)

**ED 068 301** SE 014 616
*Luckey, James H., Jr.*
**A Study of the Advanced Placement Program in High School Biology.**
Pub Date 72
Note—120p.; Ed.D. Dissertation, Memphis State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,531 MF-$4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Advanced Placement Programs, *Attitudes, *Biology, Doctoral Theses, Educational Research, *Evaluation, Grade 11, Grade 12, Secondary School Science
Identifiers—Memphis, Research Reports, Tennessee
Principals, teachers and students of 12 Memphis city high schools provided attitudinal data concerning the Advanced Placement Biology Program. Test score data were obtained from the students and compared to national norms for the Lorge-Thorndike Intelligence Tests and the Cooperative Test Battery in English and Biology. The program was strongly endorsed by a majority of the participants. It appeared to establish positive school-community relations; other faculty supported the program; and it was seen as achieving its objectives. Some general recommendations were made for further evaluation of other advanced placement programs, and some areas of additional support for the program were identified. (Author/AL)

**ED 068 302** SE 014 620
*Sunseri, Albert Joseph*
**Synthesis and Field Test of a Model of Selected Components of Verbal Behavior in Small Problem Solving Groups.**
Pub Date 72
Note—93p.; Ph.D. Dissertation, University of Pittsburgh
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,708, MF $4.00 Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—College Students, Doctoral Theses, *Group Behavior, Interaction Process Analysis, *Problem Solving, Rating Scales, Social Behavior, Task Performance, *Verbal Communication
Identifiers—Research Reports
Three-member groups were formed from students in an introductory college biology course. Each group undertook four problem-solving sessions which were tape-recorded. Transcripts were used to analyze verbal communication behaviors during the sessions. A category system containing four task categories, four negative social emotional categories, and five positive social emotional categories was developed and used to classify the verbal behavior of the groups. The relative proportions of time devoted to evaluation and clarification of the problem information increased with experience. On the average, two-thirds of the verbal activity was directed toward the task, with the remainder being social emotional responses. The groups were not limited to rewards provided by the setting, for interpersonal motivations also existed. Conditions believed to be characteristic of small problem-solving groups were elucidated. (Author/AL)

**ED 068 303** SE 014 628
*Cangemi, Mary Clare*
**A Study of Relationships Among Verbal Interaction, Student Achievement, and Attitude in Selected Two and Four Year College General Chemistry Classes.**
Pub Date 72
Note—267p.; Ph.D. Dissertation, New York University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,621 MF $4.00 Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Achievement, *Attitudes, Chemistry, College Science, Doctoral Theses, Educational Research, Higher Education, *Instruction, *Interaction Process Analysis, Student Characteristics, *Teacher Characteristics, *Verbal Communication
Identifiers—Research Reports
Students in general chemistry courses in four colleges in New York were given the American Chemical Society-National Science Teachers Association High School Chemistry Examination, Hand's "Scale to Study Attitudes toward College Courses; the Purdue Instructor Performance Indicator," and a chemistry background questionnaire. Lectures and tutorial sessions were tape recorded and analyzed according to Flander's method of interaction analysis. Within each school, sections with high I/D ratios (i.e., more indirect teacher behavior) were compared with low I/D sections on attitudes and achievement. There was no difference in attitude toward the course between high and low I/D groups in any college. Only in Nassau Community College was there a difference in achievement, favoring students in high I/D sections. The ACS-NSTA test was the best predictor of final grade. In some schools, there were significant correlations between student attitudes, toward the course and the teacher, and achievement, although there tended to be a less favorable attitude toward the course and the teacher at the end of the term than at the beginning. (Author/AL)

**ED 068 304** SE 014 633
*Lee, Wilford Franklin*
**A Study of the Relationship Between the Leader Behavior of Secondary School Principals and Biology Teachers' Attitudes Toward BSCS Biology.**
Pub Date 71
Note—114p.; Ed.D. Dissertation, Oklahoma State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-21,924 MF $4.00 Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—*Administrator Characteristics, Biology, Doctoral Theses, Educational Research, *Leadership, *Principals, Secondary School Teachers, *Teacher Attitudes
Identifiers—*Biological Sciences Curriculum Study, Research Reports
Biology teachers whose principal scored above the mean of the population (forty secondary schools in Oklahoma) on both the "consideration" and "initiating structure" dimensions of the "Leader Behavior Description Questionnaire" scored significantly higher on the "Biology Teacher Attitude Inventory" than those whose Principals were below the mean on both dimensions. The Attitude Inventory was designed to measure attitudes toward BSCS biology. No significant differences between teacher attitudes were found when the teachers were categorized according to school size, sex, age, educational level, teaching experience (total, within the school, and with the same principal). Similarly, no significant difference between principal types was found when demographic data were examined. (Author/AL)

**ED 068 305** SE 014 634
*McNeill, Terry Scott*
**A Study of the Relationship Between the Biology Teachers' Attitude Toward the BSCS Biology Program and the Students' Perception of the Type of Laboratory and Classroom Activities.**
Pub Date 71
Note—88p.; Ed.D. Dissertation, Oklahoma State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan (Order No. 72-21,934, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Biology, Doctoral Theses, Educational Research, *Instruction, *Laboratory Procedures, Secondary School Science, Student Reaction, *Teacher Attitudes, *Teaching Methods
Identifiers—Biology Classroom Activities Checklist, Biology Laboratory Activities Checklist, Research Reports
The attitudes of 32 teachers, in 30 schools, toward Biological Sciences Curriculum Study (BSCS) courses were compared to their students' perceptions of laboratory and classroom activity measured by the Biology Classroom Activities Checklist and the Biology Laboratory Activities Checklist, respectively. The results indicate no relationship between teachers' attitudes toward BSCS biology and students' perceptions of the laboratory activities; male and female students do not differ in their perceptions of the classroom and laboratory attitudes; and teachers' attitudes are significantly related to student perception of classroom activity. (Author/AL)

**ED 068 306** SE 014 637
*Sack, Nathan*
**To Develop and Analyze a Non-Reading Group Test on the Concepts of Light and Shadows for Second Grade English Speaking Pupils in New York City School District.**
Pub Date 71
Note—131p.; Ph.D. Dissertation, New York University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,661, MF $4.00 Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Achievement Tests, Doctoral Theses, *Elementary School Science, Grade 2, Optics, *Science Tests, *Test Construction, *Visual Aids
Identifiers—Research Reports
The construction and validation of a test to assess the concepts of light and shadows contained in the New York City Board of Education bulletin "Science K-2" are described. The final form of the Non-Reading Concept Test is a filmstrip with 32 color drawings. The first two items are trial questions to familiarize students with the test format. The test directions are given orally, and students select the best of three answers. A KR-20 reliability of 0.69 was obtained when the final form was administered to a random sample of 160 English-speaking grade two students. The correlations of the test results with Metropolitan Primary Reading Test, Form B and mental age determined by the individual Peabody Picture Vocabulary Test were 0.279 and 0.267 respectively. (Author/AL)

**ED 068 307** SE 014 641
*Aikenhead, Glen Stirton*
**The Measurement of Knowledge About Science and Scientists: An Investigation Into the Development of Instruments for Formative Evaluation.**
Pub Date 72
Note—282p.; Ed.D. Dissertation, Harvard University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-71,423 MF $4.00 Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Doctoral Theses, Educational Research, Physics, Science Course Improvement Project, *Scientific Enterprise, Secondary School Science, *Test Construction, *Tests
Identifiers—*Harvard Project Physics, Knowledge About Science and Scientists, Research Reports, Science Process Inventory, Test on Understanding Science
The test "Measurement About Science and Scientists" (Project Physics, Form 1) was prepared by choosing 101 items from the "Test on Understanding Science" and from the "Science Process Inventory" on the basis of their ability to indicate changes in students' knowledge. The method of building derived tests is described, and their use illustrated by comparing the Project Physics students with a control group of students studying other physics courses, and comparing pre- and post-test scores of Project Physics students. The experimental group performed better than the control group on the synthesized test. It was possible to determine the sources of the improvement by an item-by-item examination of the results. (Author/AL)

**ED 068 308** SE 014 698
*Stephens, Gale Elouise*
**Prevalence of Harmful Health Misconceptions in Colorado High School Seniors.**

Pub Date 70
Note—127p.
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5935, MF $4.00, Xerography $10.00)
**Document Not Available from EDRS.**
Descriptors—Beliefs, Conflict, *Fundamental Concepts, *Health, *Health Education, *Research, Secondary Education, Secondary School Students
Identifiers—Colorado

This research study was undertaken to determine prevalence of health misconceptions of twelfth grade students in each of three sizes of public high schools in the state of Colorado. Also, whether prevalence of misconceptions was related to factors of: sex, grade-point average, level of father's education, level of mother's education, father's occupation, and public high school formal health instruction. Procedure involved compilation of harmful health misconceptions in nine areas of health (personal health, nutrition, rest and exercise, care and prevention of disease, habit-forming substances, first aid, consumer health, family living, and mental health) and administration of a Health Opinionnaire to 349 high school seniors. Findings led to the following major conclusions: (1) students subscribed to many health misconceptions, suggesting that secondary education needs to do much in the area of health education, (2) health misconception scores tended to decrease as size of school increased, and (3) percentage of incorrect responses was greatest in areas of consumer health and nutrition and lowest in areas of habit-forming substances and rest and exercise. This suggests a need for health education to sell the public the truth in consumer health knowledge as effectively as they have been sold by advertisers and media sources. (Author/BL)

**ED 068 309** SE 014 700
*Renn, Charles E.*
**Investigating Water Problems. A Water Analysis Manual.**
Pub Date Oct 70
Note—72p.
Available from—LaMotte Chemical Products Company, Chestertown, Maryland 21620
**Document Not Available from EDRS.**
Descriptors—*Environment, Environmental Influences, Instructional Materials, *Manuals, Natural Resources, Problem Solving, *Science Experiments, *Testing, Water Pollution Control, *Water Resources

This booklet has been prepared expressly for teachers and students who are interested in investigating the quality of water supplies. The intent is to provide technical support and background information concerning water quality factors and to give basic information on field and laboratory water testing techniques. It is assumed that the reader is not an experienced chemist, but is an inquirer seeking the essential information that is needed for meaningful interpretation of the results of field studies of aquatic environments. Many of the test methods covered in this booklet are well known analytical procedures, and complete information on the reagent systems is given. A glossary of terms, a bibliography, and a water analysis report form conclude the narrative material. (BL)

**ED 068 310** SE 014 707
*Jacobs, Joel Robert, Ed.*
**Sixth Grade: Fall and Winter Curriculum Guide.**
Harrisburg City Schools, Pa. Outdoor and Environmental Education Center.
Pub Date 72
Note—86p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Curriculum Guides, Environmental Education, *Grade 6, Instructional Materials, *Learning Activities, Lesson Plans, Natural Resources, *Outdoor Education, Units of Study (Subject Fields)
Identifiers—ESEA Title I

Activity plans for sixth grade outdoor education experiences comprise the bulk of this curriculum guide. Many of the outlines have been developed through practical application and experimentation by staff members of the Outdoor and Environmental Education Center (OEEC) of the Harrisburg, Pennsylvania, City Schools. Activities and studies for the fall are related to amphibians, insects, poisonous plants, wilderness ecology, simple machinery energy and work, archery, gardening, and observation. Winter activities include the study of fish, invertebrate animals, animal signs, plant differences, human ecology and population, weather reporting and forecasting, compass skills, care and sharpening of tools, and communication. Each plan outlines: (1) steps for classroom introduction of the subject and preparation of the students for their outdoor laboratory exercises, (2) information as provided in the OEEC activity, and (3) topics/projects to consider for classroom follow-up and reinforcement. Vocabulary words, films, and books are listed where appropriate as supplemental aids. This work was prepared under an ESEA Title I contract. Related documents are SE 015 163 for grade four and SE 015 164 for grade five. (BL)

**ED 068 311** SE 014 709
**Science Policy Research and Teaching Units, Europe and North America 1967-1970.**
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 71
Note—380p.
Available from—UNIPUB, Inc., P. O. Box 433, New York, New York 10016 ($5.00)
**Document Not Available from EDRS.**
Descriptors—*Agencies, *Developed Nations, *Higher Education, *International Education, *Policy Formation, Private Agencies, Science Education, State Agencies, Surveys
Identifiers—UNESCO

This publication is the result of a survey conducted to compile information from European and North American countries about the various agencies which decide or influence the policy concerning science in the particular nations. The information is categorized for each country on the basis of four criteria: state, higher education, private sector, and individuals. This information in Part I of the publications is listed alphabetically by country. In Part II this basic information is further divided into several areas, such as Education, Research, Publications, Meetings, Consulting, Studies and Surveys, and Planning, Co-ordination, and Management of Research and Development. Also included is another division of 16 fields of science policy. (PS)

**ED 068 312** SE 014 712
**What Will Happen if . . . A Programmed Instruction Course on Drugs and Their Effects.**
Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Report No—DHEW-HSM-72-9134
Pub Date 72
Note—54p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-0233, $0.55)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Drug Abuse, *Drug Education, Health Education, *Instructional Materials, Programed Instruction, *Programed Texts, *Secondary Grades, Social Studies, *Units of Study (Subject Fields)

Developed by the National Institute of Mental Health, this booklet offers a programed instruction course on drugs and their effects. The purpose of the text is to learn about specific drugs which are currently being used and abused by a large group of people in our society. Narcotics, stimulants, depressants, hallucinogens, and marihuana are studied. The material is self-teaching, requiring about two hours for completion. Each page is divided into frames containing statements and questions with space provided for written answers. Answers for individual frames are printed opposite the following frame in the answer column to allow for movement down the page without exposing answers to the current question prematurely. A review section is included. (BL)

**ED 068 313** SE 014 713
*Petersen, Robert C., Ed.*
**Marihuana and Health: Second Annual Report to Congress from the Secretary of Health, Education, and Welfare.**
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
Pub Date May 72
Note—144p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Annual Reports, *Drug Abuse, Drug Addiction, *Health, *Marihuana, Narcotics, *Technical Reports

This report is designed to provide useful information about marihuana to citizens for their education and enlightenment, and to Federal, state and local officials charged with making and recommending public policy concerning the use of marihuana. An attempt is made to describe the present state of knowledge, summarize progress made in the past year, and translate the disparate and technical data on the question: What are the health implications of marihuana use for the American people? Health consequences are defined as not only the effects of the drug on the individual's physical and psychological health, but also the effects of marihuana use on the society. Topics cover: (1) extent, patterns and social context of use in the United States, (2) use in other countries, (3) material and analytical methodology, (4) preclinical research in animals, (5) tolerance, (6) effects in man, and (7) therapeutic uses of cannabis. Future research directions which conclude the report recommend research in the areas of interaction between marihuana use and other drugs; adverse consequences of use; long-term use; social reinforcements of use; extensive studies on large populations of chronic users; cultural and economic studies; need for and effective means of treatment for heavy users; and therapeutic implications. A related document is ED 060 477. (BL)

**ED 068 314** SE 014 714
**Smoking and Health. A Guide for School Action Grades 1-12.**
Ohio State Dept. of Health, Columbus.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date Jun 68
Note—100p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Curriculum Guides, *Elementary Grades, Fundamental Concepts, *Health Education, Instructional Materials, Learning Activities, *Secondary Grades, *Smoking

Enabling teachers to present a detailed unit on smoking is an objective of this curriculum guide. It organizes information which, if made a relevant part of the student's experience, attempts to help him effectively resist the pressures to begin smoking. Seventeen units, arranged in sequential order, cover cardiovascular and respiratory systems, statistical data, lung cancer, physiological changes, social influences, aesthetic features, economics, advertising, and moral issues. Repetition and over-lapping of content is intended to reinforce commitments resulting from previous instruction. Behavioral objectives, related concepts, content material, experiences or suggested learning activities, and resources and materials are arranged in column form for each unit. Opposite this information, appropriate grade level use is indicated; elementary, designating grades 5 and/or 6; junior, specifically for grade 7 but including grades 8 and 9; and senior, primarily for grade 10 but also grades 11 and 12. Minimum time recommended for implementation of the units is five periods for elementary grades and three periods for upper grades. Appended material includes a checklist of facts related to cigarette smoking and health; vocabulary or terms; suggestions for smoking education in grades 1-4; scientific and social experiments; and suggestions for integrating smoking education with other subjects. (BL)

**ED 068 315** SE 014 717
*Barczyk, Gloria J.*
**A Teacher's Approach to Adjusting Instruction in Elementary School Mathematics to Varied Ability Groups.**
Pub Date [71]
Note—78p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavioral Objectives, *Curriculum, Curriculum Guides, Elementary Grades, *Elementary School Mathematics, Grade 5, *Individualized Instruction, Instruction, *Instructional Materials, Lesson Plans, Mathematics Education, *Teacher Developed Materials, Worksheets
Identifiers—Systems Approach to Mathematics Instruction (SAM)

This paper is concerned with developing a mathematics curriculum for the fifth grade which uses a program of varied difficulty of instruction based on "A Systems Approach to Improving Mathematics Instruction" (SAM), a program developed in the Pittsburgh area. The first portion of the paper is a general discussion of facets

involved in curriculum construction. The remainder of the paper details the specific objectives, the selecting and sequencing of content, and the instructional organization of a fifth grade mathematics course. Sample materials are included: a "Curriculum Suggested Pace" which lists the basic levels of instruction as well as suggested enrichment topics for each level; behavioral objectives for each basic level; and the complete lesson plans along with teacher-constructed materials for two of the topics covered in the curriculum (fractions and negative numbers). (DT)

**ED 068 316** SE 014 747
**Safety in Handling Hazardous Chemicals.**
Pub Date Jun 71
Note—25p.
Available from—MC/B Manufacturing Chemists, 2909 Highland Avenue, Norwood, Ohio 45212
**Document Not Available from EDRS.**
Descriptors—*Chemistry, *Laboratory Manuals, *Laboratory Safety, Manuals, *Safety, Safety Education, Science Instruction, *Science Laboratories

This manual describes safety procedures which should be observed in the chemistry laboratory. Accidents which may occur when working with chemicals such as peroxides, phosphorus, heavy metals, acids, etc., need special treatment. Quite suitable descriptions of such treatment are listed for each kind of possible accident in the laboratory. Directions to prevent accidents are also explicitly described. (PS)

**ED 068 317** SE 014 748
*Mayer, Victor J. Wall, Charles*
**Research in Earth Science Education: An Annotated Bibliography.**
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date Sep 72
Note—47p.; SMEAC Special Bibliography 6
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Annotated Bibliographies, *Bibliographies, Curriculum, *Earth Science, *Environmental Education, *Environmental Research, Science Education, Science Instruction

This special bibliography on research in earth science education from the ERIC Center for Science, Mathematics, and Environmental Education provides a list of books which will be useful for educators interested in the field. The period covered in this publication is through the end of 1971. Annotations are given for each item. The sources covered in the publication are doctoral dissertations, educational journals, and the materials in the Educational Resources Information Center (ERIC) System. The bibliography is arranged in five parts: elementary, secondary, college, qualifications of secondary school earth science teachers, and museums and planetariums as educational institutions. (PS)

**ED 068 318** SE 014 795
**Pilot Project on New Approaches and Techniques in Biology Teaching in Africa.**
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date Jun 72
Note—18p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Biology, Conference Reports, *Curriculum, *Instruction, International Organizations, Secondary School Science
Identifiers—*Africa, UNESCO

The proceedings of a seminar, held in Uganda at the conclusion of the operational phase of the UNESCO Pilot Project for Biology Teaching in Africa, are summarized under the following agenda headings: (1) Relations between teacher and research scientist in Africa, Place and role of biology in the curriculum, (2) Problems of biology teachers in Africa, (3) Use of teaching materials produced during the Pilot Project, (4) Effect of UNESCO Pilot Project upon country activities, (5) How to avoid dogmatic teaching, (6) Place of books and of audio-visual methods, (7) Use of living material and the importance of field work, (8) Methods of evaluating curricula and new teaching techniques, and (9) Future activities in collaboration between the African countries for the improvement of biology teaching. Recommendations concerning each of the agenda items are collected at the end of the report. A chart summarizing the biology programs of the African countries, including the types of subject matter taught by age and school level, is appended. A list of participants is also included. (AL)

**ED 068 319** SE 014 814
**Solid Waste Management: A List of Available Literature.**
Environmental Protection Agency, Cincinnati, Ohio.
Pub Date Apr 72
Note—39p.
Available from—Environmental Protection Agency, Cincinnati, Ohio 45268 (Free)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bibliographic Citations, Bibliographies, Ecology, Environmental Education, Health Education, *Pollution, *Publications, Public Health, Recycling, *Research, Sanitation Improvement

Information, demonstration projects, and other activities, pertaining to solid-waste-related research, available from the U.S. Environmental Protection Agency (EPA), are contained in this document. These EPA publications are reports of the research, development, and demonstrations in progress as authorized by the Solid Waste Disposal Act of 1965. Certain conference proceedings, findings of various commissions and study groups, and other collateral literature are also available from EPA. Publications are arranged in categories which the EPA found useful in answering inquiries, and may appear in more than one category. Contents appear in the following categories: Basic Documents--Federal Solid Waste Management Program; Bibliographies on Solid Waste Management; Citizen Action and General Information; Collection of Solid Wastes; Composition and Analysis of Solid Wastes; Land Disposal; Management, Planning, and Economics; Marine Disposal; Recycling and Reclamation; Solid Waste Processing; Studies Related to Specific Solid Wastes; Surveys, Grants, Contracts, and Demonstration Programs; and Titles, Most Recent Publications. (LK)

**ED 068 320** SE 014 817
**National Environmental Study Area: A Guide.**
Department of The Interior, Washington, D.C. National Park Service.
Pub Date 72
Note—61p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 2405-0484, $0.75)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Environmental Education, *Guides, Natural Resources, *Program Descriptions, *Program Development, Site Development, Study Centers, Supplementary Educational Centers
Identifiers—National Environmental Study Area

This guide is for teachers and resource managers who are interested in establishing National Environmental Study Areas (NESA) or interested in receiving NESA recognition for their on-going environmental study area programs. It outlines the characteristics and procedures of the program; the nature, philosophy and purpose of environmental education; and techniques and a methodology for environmental studies in NESAs. Program requirements, program materials, and site characteristics of NESAs are reviewed, together with the processes involved in environmental education and in using NESA programs. Environmental strands, developed by the National Park Service as a framework for open-ended, process-oriented environmental education, relate to the techniques and methods advocated in NESA programing. These are universal ideas for viewing the total environment: variety and similarity, patterns, interrelation and interdependence, continuity and change, and evolution and adaptation. The final section deals with establishing a NESA. The progressive steps outlined involve community assistance, creating a steering committee and responsibilities, presenting the program to a community council for environmental education, holding on-site workshops, and program maintenance. Listings of resource personnel, publications, and a NESA application are appended. This booklet is also available in Spanish (SE 014 818) and French (SE 014 819). (BL)

**ED 068 321** SE 014 818
**Areas Nacionales de Estudio Ambiental: Una Guia. (National Environmental Study Area: A Guide).**
Department of The Interior, Washington, D.C. National Park Service.
Pub Date 72
Note—52p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Environmental Education, *Guides, Natural Resources, *Program Descriptions, *Program Development, Site Development, *Spanish, Study Centers, Supplementary Educational Centers
Identifiers—National Environmental Study Area

This booklet, the Spanish version of SE 014 817, is a guide for teachers and resource managers who are interested in establishing National Environmental Study Areas (NESA) or interested in receiving NESA recognition for their on-going environmental study area programs. It outlines the characteristics and procedures of the program; the nature, philosophy and purpose of environmental education; and techniques and a methodology for environmental studies in NESAs. Program requirements, program materials, and site characteristics of NESAs are reviewed, together with the processes involved in environmental education and in using NESA programs. Environmental strands, developed by the National Park Service as a framework for open-ended, process-oriented environmental education, relate to the techniques and methods advocated in NESA programing. These are universal ideas for viewing the total environment: variety and similarity, patterns, interrelation and interdependence, continuity and change, and evolution and adaptation. The final section deals with establishing a NESA. The progressive steps outlined involve community assistance, creating a steering committee and responsibilities, presenting the program to a community council for environmental education, holding on-site workshops, and program maintenance. Listings of resource personnel, publications, and a NESA application are appended. This booklet is also available in English (SE 014 817) and French (SE 014 819). (BL)

**ED 068 322** SE 014 819
**Zone Nationale D'Etude de L'Environnment: Un Guide (National Environmental Study Area: A Guide).**
Department of The Interior, Washington, D.C. National Park Service.
Pub Date 72
Note—52p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Environmental Education, *French, *Guides, Natural Resources, *Program Descriptions, *Program Development, Site Development, Study Centers, Supplementary Educational Centers
Identifiers—National Environmental Study Area

This booklet, the French version of SE 014 817, is a guide for teachers and resource managers who are interested in establishing National Environmental Study Areas (NESA) or interested in receiving NESA recognition for their on-going environmental study area programs. It outlines the characteristics and procedures of the program; the nature, philosophy and purpose of environmental education; and techniques and a methodology for environmental studies in NESAs. Program requirements, program materials, and site characteristics of NESAs are reviewed, together with the processes involved in environmental education and in using NESA programs. Environmental strands, developed by the National Park Service as a framework for open-ended, process-oriented environmental education, relate to the techniques and methods advocated in NESA programing. These are universal ideas for viewing the total environment: variety and similarity, patterns, interrelation and interdependence, continuity and change, and evolution and adaptation. The final section deals with establishing a NESA. The progressive steps outlined involve community assistance, creating a steering committee and responsibilities, presenting the program to a community council for environmental education, holding on-site workshops, and program maintenance. Listings of resource personnel, publications, and a NESA application are appended. This booklet is also available in English (SE 014 817) and Spanish (SE 014 818). (BL)

**ED 068 323** SE 014 821
*Cox, Donald D. Davis, Lary V.*
**The Context of Biological Education: The Case for Change.**
Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—CUEBS-Pub-34
Pub Date Aug 72
Note—147p.
Available from—AIBS Education Division, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016 (Free)
**Document Not Available from EDRS.**
Descriptors—Biology, *College Science, *Curriculum, Educational Innovation, Faculty Promotion, Grading, *Higher Education, *Objectives, Program Descriptions, Social Responsibility, Undergraduate Study
Identifiers—CUEBS
The final publication of the Commission on Undergraduate Education in the Biological Sciences provides one answer to the question, "-Given the state of our society, of our institutions of higher education, and of the science of biology, what should be the goals of biological education in the years ahead?", by examining biology departments in the light of their contribution to the stated goals of their parent institutions and considering the ways in which undergraduate programs in biology might contribute to the solutions of pressing social problems. The content of biology courses is not specifically examined. Desirable broad goals, beyond the preparation of well-trained biologists, are emphasized, together with methods of facilitating their achievement. Chapters are devoted to such topics as departmental planning, institutional research concerning student characteristics and curriculum evaluation, methods of allowing students to be more active in the learning process, and introducing real-world experience as part of the standard curriculum. Summaries of the characteristics of the institutions visited are included. A copy of the Institutional Information Form used to gather descriptive data from the departments surveyed is appended. (AL)

**ED 068 324** SE 014 822
**Unit: Energy for Life, Inspection Pack, National Trial Print.**
Australian Science Education Project, Toorak, Victoria.
Pub Date 72
Note—180p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
**Document Not Available from EDRS.**
Descriptors—Curriculum, Instruction, Laboratory Manuals, *Nutrition, *Physiology, *Science Course Improvement Project, Secondary Grades, Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)
Identifiers—Australian Science Education Project
This unit, providing information about human nutrition and energy use, has been prepared for students whose level of thinking is transitional between concrete and formal stages. The unit is based upon an analogy between combustion and respiration and upon the molecular structure of food components. The core portion of the unit presents activities related to the nature of food, digestion and assimilation. The eight options contain suggestions for more detailed student investigation of topics mentioned in the core. The options are: "Testing Foods"; "Measuring the Energy of Food" (Calculation of the energy available, in mega-joule, in common foodstuffs); "Energy for Action" (ATP and muscle contraction); "Enzymes Inside You" (includes investigation of laundry enzymes); "What Happens to the Food We Eat?"; "Respiration without Oxygen" (fermentation); "What is a Balanced Diet?"; and "Why be Fat?. In addition to instruction for activities, the student booklet contains diagnostic tests and annotated answers, a glossary, and food tables. The teacher's guide contains list of necessary apparatus, references, and notes on the objectives and use of the unit. (AL)

**ED 068 325** SE 014 827
**Guidelines for Curriculum Development--Environmental Education K-12. Part I, Concepts, Ideas, Objectives and Principles.**
Broward County School Board, Fort Lauderdale, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date May 72
Note—33p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Curriculum Development, Ecology, Elementary Grades, *Environmental Education, *Fundamental Concepts, *Guidelines, Problems, Secondary Grades
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
Research into the problems, causes, and possible solutions to the environmental crisis confronting mankind led to the development of these guidelines for curriculum development by the Interdisciplinary Environmental Education Project of Broward County, Florida. The purpose of the research was to determine the role that could be played by the educational community and to identify those aspects of the problem that should be given major emphasis. This booklet contains Part I of a three-part publication. It is a compilation of the basic concepts upon which the entire program is based. It also includes the major environmental problems with which we are or will be confronted, the alternatives, and the possible solutions to these problems. It is sufficiently general, in scope and content, to be of value to those having responsibility for curriculum development. Parts II and III deal with classroom/outdoor activities and community resources and involvement. This work was prepared under an ESEA Title III contract. (BL)

**ED 068 326** SE 014 830
**U.S. Metric Study Interim Report: A History of the Metric System Controversy in the United States.**
National Bureau of Standards (DOC), Washington, D.C.
Report No—NBS-SP-345-10
Pub Date Aug 71
Note—308p.; Tenth in a series of interim reports prepared for the Congress of the United States
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Catalog No. C 13.10:345-10 $2.25)
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—*Historical Reviews, History, *Mathematics, Mathematics Education, *Measurement, *Metric System, *Science History
Identifiers—United States Metric Study
This document reviews the debate between 1790 and 1968 on the question of the adoption of the metric system of weights and measures by the United States. Legislative activities involving the metric system and campaigns for and against adoption of the metric system are reviewed. Significant investigations of the question by both public and private groups are highlighted. An extensive bibliography is included. For related documents, see ED 055 890, ED 065 340, ED 065 341, ED 065 342, and ED 065 343. (DT)

**ED 068 327** SE 014 837
*Nagy, E.*
**New Trends in Physics Teaching, Volume II, 1970.**
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 70
Note—517p.
Available from—UNIPUB, Inc., P. O. Box 433, New York, New York 10016 ($9.00)
**Document Not Available from EDRS.**
Descriptors—*College Science, *Curriculum, Educational Programs, Evaluation, *Instruction, International Programs, *Physics, Program Descriptions, Science Education
Identifiers—UNESCO
This UNESCO publication on physics education at the college level is a compilation of articles from authors around the world. The publication is divided into five major areas: course content, laboratory, methods and media, testing, and new physics courses. Because of the varied nature of programs in different countries, it is of paramount importance that the reader study the circumstances under which a program functioned before adopting ideas from the book. All articles except one are written in English. The reading of the book should provide considerable information about new practices in use around the world. (PS)

**ED 068 328** SE 014 838
**Population and Family Education. Report of an Asian Regional Workshop.**
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).
Pub Date 71
Note—105p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Conference Reports, *Content Analysis, *Curriculum Development, Demography, Educational Programs, Family Life Education, Interdisciplinary Approach, *Population Education, *Program Content
This report summarizes information compiled at a Regional Workshop on Population and Family Education, organized by the UNESCO Regional Office for Education in Asia and held in Bangkok, Thailand, September 7 - October 7, 1970. The objectives of the workshop were to study how elements of population and family education can be incorporated in the curriculum of secondary and possible upper elementary levels of education; to prepare a few sample curriculum units in terms of analysis of content objectives; and to develop appropriate curriculum materials. Chapter 1 is devoted to the definition and objectives of population education while Chapter 2 deals with the writing of instructional materials. In Chapter 3 strategies for establishing a population education program are discussed. These strategies include convincing the appropriate people of the need for the program, planning and coordinating the various program elements, incorporating population education content into existing curricula, and developing the non-curricular aspects as teacher education and research. A summary of major conclusions is offered in Chapter 4. Appended material outlines an approach to population education concepts and content through studies in social sciences and natural sciences at three educational levels. Sample test questions, references, and conference data are supplied. (BL)

**ED 068 329** SE 014 840
*Weaver, J. Fred Suydam, Marilyn N.*
**Meaningful Instruction in Mathematics Education.**
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date Jun 72
Note—73p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Algorithms, *Elementary School Mathematics, *Instruction, *Learning Theories, Literature Reviews, *Mathematics Education, *Research Reviews (Publications), Teaching Procedures
This monograph focuses on the influence of meaning theory on elementary school mathematics programs and on mathematics instruction. Theories of arithmetic instruction up through 1935 are described, and the philosophy of meaning theory, contributions and discussions by mathematics educators, and applications to actual instruction are delineated for the period from 1935 through 1960. A discussion of the implicit concern for meaning in the modern mathematics movement from 1960 to the present concludes the first section. The second section summarizes studies that establish and affirm the importance of and need for meaning and studies that explore the effect of teaching various procedures with meaning. The final section of the paper briefly discusses the implementation of mathematically meaningful instruction. An extensive bibliography is included. (DT)

**ED 068 330** SE 014 844
*Odom, Jeffrey V.*
**A History and Overview of Metrication and Its Impact on Education.**
Pub Date [72]
Note—19p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Curriculum, Historical Reviews, Instruction, Mathematics, *Mathematics Education, *Measurement, *Metric System
This paper gives a brief history of measurement systems and of the controversy surrounding the adoption of the metric system as the standard system in the United States. The metric study called for by legislation in 1968 is described, and recommendations for a coordinated national program to change to the metric system are outlined. Some implications for education are discussed,

with brief comments on curriculum, textbooks, teacher training, educational materials, and three general teaching suggestions. (DT)

**ED 068 331** SE 014 846
*Grimes, Maria H.*
**Environmental Organizations.**
Library of Congress, Washington, D.C. Congressional Research Service.
Report No—TP-450
Pub Date Sep 72
Note—10p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Directories, *Environment, Indexes (Locaters), Information Sources, *Organizations (Groups), Reference Materials

This directory is a selected list of environment-oriented groups, including national organizations, regional and State councils and membership groups (arranged by State). Most of them distribute environmental or conservation information and publish periodical newsletters or magazines, informative pamphlets, and action guidebooks. Also included are a few groups which, although not primarily environment-oriented, pursue strong and continuing environmental programs. Each of the 83 entries includes official name of the group and its address. (BL)

**ED 068 332** SE 014 849
**Ecology in the Classroom [Complete Kit].**
Audubon Naturalist Society of the Central Atlantic States, Inc., Washington, D. C.
Pub Date 72
Note—50p.
Available from—Audubon Naturalist Society of the Central Atlantic States, 8940 Jones Mill Road, Washington, D.C. 20015 ($3.50 complete kit)
**Document Not Available from EDRS.**
Descriptors—*Ecology, Environmental Education, *Instructional Materials, *Intermediate Grades, *Lesson Plans, Natural Resources, Outdoor Education, *Teaching Guides, Urban Environment

Designed specifically for use in inner city schools, this ecology project for grades four through six attempts to help children develop an appreciation of the out-of-doors and an awareness of the natural features of their own environment. The eight-week project consists of units about interdependence, plants, pollination, insects and their relatives, birds, mammals, and other animals. A review session and field trip to a nature center are also included. This packet of materials contains: (1) notes about the project; (2) daily outline of the course; (3) procedures to implement the project; (4) suggested reading, references and activities; (5) discussion questions for each unit; (6) suggestions for exhibits, charts, and posters; (7) illustrations of three posters and a flannelboard story; (8) a weekly guessing game; and (9) diagrams, charts, and projects to reproduce for student's use. (BL)

**ED 068 333** SE 014 871
*Funk, H. James*
**Test Construction Behavior of Pre-Service Secondary Science Teachers.**
Pub Date Apr 72
Note—19p.; Paper presented at the National Association for Research in Science Teaching Annual Meeting (Chicago, Illinois, April 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Research, *Evaluation, *Preservice Education, Science Teachers, *Science Tests, *Secondary School Science, Teacher Attitudes, Test Construction, Tests
Identifiers—Research Reports

Reported is a study of various aspects of test construction by science teachers. An attempt was made to examine: (1) variables affecting test-construction practice of pre-service science teachers; (2) attitudes of teachers as a result of instruction; and (3) relationship between test-construction behavior and attitudes. In addition, an attempt was made to compare testing practices of pre-service science teachers with another population of science teachers. The sample was drawn from secondary science majors enrolled in the science methods course and in student teaching. Two sample tests, obtained from pre-service science teachers, were analyzed and categorized according to the six levels of "Bloom's Taxonomy." The pre-, Post-, and delayed post-instructional data for determining subjects' attitudes toward the "-taxonomy" were obtained by means of Word Association Scale (included in this report). The data were analyzed by factorial analysis methods. The results showed that tests prepared during student teaching contained higher proportions of knowledge level items than the tests prepared during the methods course. (Author/PS)

**ED 068 334** SE 014 872
*Baumgold, Marian S. Enk, Gordon A.*
**Toward a Systematic Approach to Environmental Impact Review.**
Institute on Man and Science, Rensselaerville, N. Y.
Spons Agency—New York State Dept. of Environmental Conservation, Albany.
Pub Date Jun 72
Note—69p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administration, Communication (Thought Transfer), *Conference Reports, *Environment, *Management, Models, Operations Research, Skill Development, *Systems Analysis

A workshop conducted for the New York State Department of Environmental Conservation served to orient field and central staff with a multi-disciplinary, generalist approach to environmental impact review. The program was designed to provide content input from many different environmentally-related disciplines. It was also designed to assist staff members in developing a systematic framework for a set of mechanisms for improved analysis, review, and citizen participation where actions having a significant effect on the environment are concerned. The workshop was further designed to provide the participants with an overview of facts and concepts, operational skills for the implementation of this knowledge, and increased sensitivity to problems of communication within their organization that reduce effectiveness. A summary of content input is presented, followed by core faculty statements. These statements relate to: systems analysis; ecosystems studies; sociology and environmental impact analysis; economics; the National Environmental Policy Act (NEPA); the effect of NEPA on State environmental review; and the planner as a change agent. Sample matrices, communication models, a project planning description, and bibliographic references are appended. (BL)

**ED 068 335** SE 014 904
*Martin, William C., Ed.*
**Operation Drug Prevention: A Curriculum Guide K-12.**
University of West Florida, Pensacola.
Pub Date 72
Note—287p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—Community Action, *Curriculum Guides, *Drug Abuse, *Health Education, *Instructional Materials, Reference Materials

This K-12 sequential curricular program in drug prevention was developed by teachers in six participating counties in Florida, as a result of the Drug Abuse Education Act passed by the Florida Legislature making such education mandatory in the public schools (K-12) beginning in the 1971-72 school year. This program is based upon the creation of behavior involving the realms of cognitive, affective, and normative domains, which is hoped will result in the individual's abstinence from the use of drugs. The program was not written by "experts" in the field of drugs and narcotics nor by a professional writer, but by experienced classroom teachers. It was developed as an initial step in devising a curriculum program and is also offered as a basis for a community action program. Generally, it is written in outline style and organized according to three areas: content, suggested student activities, and resources and materials. Extensive appendixes include a list of slang terms, films, sources, a student dialogue on the use and abuse of drugs, supplementary materials, directory of health services and agencies, school policies, Florida statutes, etc. A bibliography of books, journals and pamphlets follows. (LK)

**ED 068 336** SE 014 906
*Skemp, Richard R.*
**The Psychology of Learning Mathematics.**
Pub Date 71
Note—319p.
Available from—Penguin Books, Inc., 7110 Ambassador Road, Baltimore, Maryland 21207
**Document Not Available from EDRS.**
Descriptors—*Educational Psychology, *Instruction, *Learning, Learning Difficulties, Learning Theories, *Mathematical Concepts, Mathematics, *Mathematics Education, Student Characteristics

This book deals with the teaching of mathematical concepts through the use of the psychology of human learning. In the first part of the book, the thought processes which people adopt when they do mathematics are analyzed psychologically. Interpersonal and emotional factors affecting the learning of mathematics are discussed. The second part of the book shows how the psychological principles can be applied to the teaching of basic mathematical concepts. Sets, number concepts, numeration systems, problem solving, mappings and functions, and geometrical ideas are covered. The theme of rule learning vs. comprehension is developed throughout the book. (DT)

**ED 068 337** SE 014 908
*Gross, Franklin Corso, Dennis*
**To Save the Earth. A Tool Kit to Our Environmental Quality Index.**
National Wildlife Federation, Washington, D. C.
Pub Date 71
Note—16p.
Available from—National Wildlife Federation, 1412 Sixteenth Street, N.W., Washington, D.C. 20036 (Free)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Ecology, *Environmental Education, Instructional Materials, Learning Activities, *Program Development, Quality Control, *Secondary Grades, *Student Projects, *Teaching Guides

Based on an exemplary case study, this booklet illustrates a program for improving environmental quality. Designed for teacher use, it explains how to start a program for learning about environmental quality, as well as action to take regarding environmental improvement. The approach is interdisciplinary, stressing skills involving questioning, gathering and evaluating data, meeting and interviewing people, translating information into statistics, and making presentations. It is an attempt to lead students from research and discussion to constructive action associated with environmental issues. (BL)

**ED 068 338** SE 014 911
*Segerberg, Osborn, Jr.*
**Man Builds, Man Destroys.**
New York State Education Dept. , Albany. Bureau of Mass Communications.
Pub Date 72
Note—188p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Ecology, *Environmental Education, *Instructional Materials, Programing (Broadcast), Resource Materials, Social Action, *Supplementary Textbooks, *Televised Instruction, Units of Study (Subject Fields)

Supplementing a television video tape series for environmental understanding, this manual offers a coordinated series of action and information presentations on the need for environmental change. Designed to present realities of action that man may take anywhere in the world to help preserve the limited resources of this planet, the series has drawn on the thoughts and advice of many concerned ecologists and economic specialists. Numerous aspects of individual, corporate, and governmental impact on the quality of the total environment are examined. Focusing on man as a part of the environment rather than apart from it, the emphasis is on the environmental impact, good and bad, of man's interaction with nature and what the cost is, whether it be pollution, trade-off, or benefit. Thirteen units have been developed to consider these environmental problems, solutions, and evaluations. Each unit begins with a perspective of the problem or situation followed by a summary of the broadcast information. To encourage personal action and involvement, many suggestions are given to answer the question "what can I do?". Completing the unit are sources for further information--books, articles, films, and organizations. (BL)

**ED 068 339** SE 014 916
*Bemiss, Clair W.*
**The Curious Entanglement of Law, Politics, and the Environment.**
Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 72
Note—369p.; The 20 35mm slides cannot be reproduced
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—*Environment, Instructional Materials, *Legislation, *Politics, *Resource Units, Secondary Grades, Social Sciences, *Teaching Guides
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Since environmental problems are becoming increasingly important as political issues, these resource units serve as a base for the study of political and legal influences on environmental control. Inquiry questions and learning activities are designed to gain an understanding of: (1) the forces that give impetus to present environmental law, (2) the relationship of different levels of government that are involved in the environment whether in policy setting, law making, or enforcement capacity, and (3) court procedures in environmental cases. Also, they provide an opportunity to: (1) recognize types of propaganda and evaluate facts utilized in making environmental decisions, (2) recognize that instigating environmental improvement implies responsible financial backing, and (3) participate in bringing about desired changes by responsible action. Each of the three units, Local Government and the Environment, State and Federal Government and the Environment, and Awakening the Process for Change, is sub-divided into inquiry questions, learning activities, resource materials, possible evaluation techniques, teacher suggestions, student comments, and teacher comments. A resource bibliography also includes a set of 20 35mm slides. This work was prepared under an ESEA Title III contract for the project "Broad Spectrum Environmental Education Program." (BL)

**ED 068 340** SE 014 918
*Aiken, Lewis R., Jr.*
**Language Factors in Learning Mathematics.**
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date Oct 72
Note—47p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Achievement, Learning, *Mathematical Linguistics, Mathematical Vocabulary, *Mathematics Education, Problem Solving, *Readability, *Research Reviews (Publications), *Verbal Ability

This paper focuses on the relationship of verbal factors to mathematics achievement and reviews research from 1930 to the present. The effects of verbalization in the mathematics learning process are considered; mathematics functioning as a unique language in its own right is analyzed. Research on the readability of mathematics materials and research relating problem-solving abilities to verbal abilities are reviewed. An extensive bibliography is included. (Editor/DT)

**ED 068 341** SE 014 919
*McInnis, Noel*
**You Are An Environment: Teaching/Learning Environmental Attitudes.**
Center for Curriculum Design, Evanston, Ill.
Pub Date Aug 72
Note—95p.
Available from—The Center for Curriculum Design, P.O. Box 350, Evanston, Illinois 60204 ($2.00)
**Document Not Available from EDRS.**
Descriptors—*Attitudes, Colleges, *Curriculum, Elementary Grades, *Environmental Education, *Instruction, Secondary Grades, *Teaching Guides, Values

Approaches to teaching and learning are described in this booklet, based on the premise that "every subject is about environment, and every subject can be taught environmentally." The author's definition, that "an environment is anything which is influencing, or being influenced by, something else," is used to emphasize that each individual is an environment, and that it is essential to consider the influence of each individual on all parts of his surroundings, that is, on all of his environments. Direct student involvement in a diversity of experiences is advocated, with minimal teacher direction. Both feelings and values are emphasized, and the artificiality of subject matter boundaries is stressed. The major sections of the booklet are "Thinking the World Together," "How are Environments Educational," "Teaching/Learning Environmentally," and "Teaching/Learning Environmental Attitudes: Some Class Activities." The last section is written for teachers of high school or college students, but the activities are intended to be adaptable for younger students as well. (AL)

**ED 068 342** SE 014 929
*Ross, R. D., Ed.*
**Air Pollution and Industry.**
Pub Date 72
Note—489p.
Available from—Van Nostrand/Reinhold Company, Litton Educational Publishing, 7625 Empire Drive, Florence, Kentucky 41042 ($18.95)
**Document Not Available from EDRS.**
Descriptors—*Air Pollution Control, *Books, *Ecology, Environmental Education, Equipment, Health Education, *Industry, Legislation, Measurement

This book is an authoritative reference and practical guide designed to help the plant engineer identify and solve industrial air pollution problems in order to be able to meet current air pollution regulations. Prepared under the editorial supervision of an experienced chemical engineer, with each chapter contributed by an expert in his field, the book presents the total air pollution picture to the operating plant engineer and then provides him with the tools for solving his problems. It combines all of the important aspects of air pollution--the theory of measurement of polluted air, the specification of equipment for processes that create air pollution, and the legislative intricacies involved. Chapters are titled as follows: Defining the Problem, Effects of Air Pollution on the Environment, Legislative and Regulatory Trends Regarding Air Pollution Control and Prevention, Air Pollutants, Analytical Techniques in Air Pollution, Designing a Plant Air Management System, Improvement of Existing Systems, Selection of Equipment for Particulate Removal, Selection of Equipment for Gaseous Waste Disposal, and Air Pollution Considerations in Solid and Liquid Waste Disposal. (LK)

**ED 068 343** SE 014 933
**Council of Europe News-Letter 4/72.**
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date 72
Note—25p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Change, *Educationally Disadvantaged, Individualized Instruction, Inservice Teacher Education, *International Education, Newsletters, Preschool Children, Reading Ability, Secondary Education, *Teacher Education
Identifiers—Germany, James Report, United Kingdom

Excerpts from "Teacher Education and Training" (the James' Report), issued in the United Kingdom early in 1972, comprise the bulk of this newsletter. James recommends that "all teachers should be entitled to release with pay for inservice education and training on a scale not less than the equivalent of one term in every seven years, and, as soon as possible, on a scale of one term in five years." This recommendation is the major part of the proposed "third cycle" of teacher education--inservice education. Part II of a French translation of the German text on the principles of a reform of upper-secondary education agreed to by the Ministers of the Lander contains the details of a reform proposal aimed at creating the "functional structures for individualising the education of adolescents." Excerpts from the chapters "The Parents, the Family and the Child," "Ability and Attainment," and "The Schools" from "From Birth to Seven" published by the (British) National Children's Bureau demonstrate how wide the range of educational disadvantage is among a sample of 98 percent of the children born in England, Scotland and Wales during one week in 1958. Data on reading and arithmetic ability from the ongoing longitudinal study are presented and discussed in terms of the effects of social class, class size, and parental education. (AL)

**ED 068 344** SE 014 934
*Gleiter, Karin Fogle, Catherine*
**International Directory of Population Information and Library Resources. Supplement to the First Edition.**
North Carolina Univ., Chapel Hill. Carolina Population Center.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Pub Date Sep 72
Note—87p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Demography, *Directories, Family Planning, *Foreign Countries, Information Centers, Libraries, *Organizations (Groups), Publications, Resource Materials

This volume is a supplement to the first edition of the "International Directory of Population Information and Library Resources," ED 062 185. The format follows that of the first edition, utilizing a short description for each responding organization. Content covers: general information, publications of the organization, library--general information, library publications, library--areas of specialization, library collection, library extension services, and information service. Fifty-eight organizations in 32 countries are reported within the following geographical areas: Africa, North Africa, Caribbean America, Central America, North America, South America, Far East Asia, Middle East Asia, South Asia, South East Asia, Europe, and Oceania. Supplemental material lists new address entries; address changes; the names of organizations listed alphabetically by English name, non-English name, and abbreviation; library publications; and a selected list of periodicals. (BL)

**ED 068 345** SE 014 935
*Strauss, Werner, Ed.*
**Air Pollution Control, Part II.**
Pub Date 72
Note—300p.
Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 ($14.95)
**Document Not Available from EDRS.**
Descriptors—*Air Pollution Control, *Bibliographic Citations, *Books, Ecology, *Environmental Education, Health Education, Legislation, Radiation

This book contains five major articles in areas of current importance in air pollution control. They are written by authors who are actively participating in the areas on which they report. It is the aim of each article to completely cover theory, experimentation, and practice in the field discussed. The contents are as follows: Emissions, Concentrations, and Fate of Gaseous Atmospheric Pollutants; Air Pollution Legislation; Control of Airborne Radioactive Effluents from Nuclear Reactors; Thermal Deposition of Aerosols; and The Literature of Air Pollution. The latter article is an annotated listing of some 162 technical information resources and publications. Illustrative and numerical examples are included wherever possible, and comprehensive author and subject indexes follow. (See ED 066 322 for Part I of this document.) (LK)

**ED 068 346** SE 014 941
*Ledbetter, Joe O.*
**Air Pollution. Part A: Analysis.**
Pub Date 72
Note—424p.
Available from—Marcel Dekker, Inc., 95 Madison Avenue, New York, New York 10016
**Document Not Available from EDRS.**
Descriptors—*Air Pollution Control, *Books, *Environmental Education, Equipment, Health Education, *Measurement, Science Education

Two facets of the engineering control of air pollution (the analysis of possible problems and the application of effective controls) are covered in this two-volume text. Part A covers Analysis, and Part B, Prevention and Control. (This review is concerned with Part A only.) This volume deals with the terminology, methodology, and symptomatology involved in the delineation of air pollution problems. It is hoped that it will assist the engineer, by providing information to political decision-makers, as well as in carrying out the control. General chapter headings include: Background for Analysis; Sources of Air Pollution; Atmospheric Transport of Pollutants;

Statistics for Air Sampling and Analysis; Properties of Gaseous and Particulate Matter; Sampling--Theory, Equipment, and Techniques; Analytical--Theory, Equipment, Principles, and Techniques; Physical Analysis of Particles; Specific Tests; and Effects of Air Pollution. (LK)

**ED 068 347** SE 014 944
*Dasmann, Raymond F.*
**Environmental Conservation. Third Edition.**
Pub Date [71]
Note—473p.
Available from—John Wiley & Sons, 605 Third Avenue, New York, New York 10016
**Document Not Available from EDRS.**
Descriptors—Biological Sciences, *Books, *Conservation Education, *Ecology, *Environmental Education, Health Education, Pollution
This book is concerned with man and his environment. It is an attempt to look at environmental and human problems from an ecological viewpoint; an attempt to ". . . provide a factual basis on which action to improve the environment can be taken." This book is written for the beginning university student (and the interested public). As a result, emphasis is placed on conservation problems of the North American continent; however, a global view of conservation is presented. Chapter topics are varied and include urban blight, chemical pollutants, dwindling fuel and mineral resources, vanishing wildlife, and rampant technology. General and specific references follow each chapter. (LK)

**ED 068 348** SE 014 946
*Kroll, Claudia J.*
**An Environmental Unit for the Social Studies.**
Pub Date 72
Note—62p.; Due to copyright restrictions, pages 49-56 are not included
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Environmental Education, *Land Use, Resource Materials, *Secondary Grades, *Social Studies, Teaching Guides, *Unit Plan
Based on the inquiry method of learning, this instructional unit attempts to encourage students to discover for themselves the facts, problems, values, conflicts, and potential solutions of an environmental issue. Specifically, it deals with surface mining in the United States, with special focus on surface mining in Illinois. Materials and instructional strategies necessary for actual classroom use are presented, serving as a source of ideas and procedures for the teacher. Although planned for use in high school social studies classes, it may be adapted for other disciplines or integrated into other units. Chapter 1 defines the purpose, importance, significance, and terms of the topic and unit. Chapter 2 provides behavioral objectives, a list of instructional aids included in the unit, introductory activities, activities to provide further information, accumulative activities, and a means of student evaluation. Summary and conclusions are contained in Chapter 3. Appended material includes a list of free materials to send for and ten instructional aids: a questionnaire, test, coal production charts, mining terms, statements by governmental personnel, a slide presentation explanation, conflicting views on strip mining, a bibliography, and two magazine articles. (BL)

**ED 068 349** SE 014 948
*Clark, George M.*
**Biological Sciences Curriculum Study Newsletter 48.**
Biological Sciences Curriculum Study, Boulder, Colo.
Pub Date Sep 72
Note—30p.
Available from—BSCS, P. O. Box 930, Boulder, Colorado 80302 (Free)
**Document Not Available from EDRS.**
Descriptors—*Biology, Curriculum Development, Exceptional Students, Middle Schools, Newsletters, Resource Materials, *Science Course Improvement Project, *Secondary School Science
Identifiers—Biological Sciences Curriculum Study
This issue of Biological Sciences Curriculum Study (BSCS) Newsletter reports on several activities in which the BSCS group is engaged. A progress report includes information about revised publications, films and slides, activities abroad, and summer institutes. A progress report of the program for mentally handicapped students is included. Activity announcements in the area of human sciences for middle schools are made. A list of BSCS area consultants is included with their addresses. Notes about publications and new slide productions are given. An experiment on respiration for use in the classroom and an experiment to evaluate students' understanding of the concept of conservation are described. (PS)

**ED 068 350** SE 014 961
**Unit: Energy and Change, Inspection Pack, National Trial Print.**
Australian Science Education Project, Toorak, Victoria.
Pub Date Jul 72
Note—280p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
**Document Not Available from EDRS.**
Descriptors—Curriculum, *Energy, Instruction, *Laboratory Manuals, Physical Sciences, *Science Course Improvement Project, Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)
Identifiers—Australian Science Education Project
This revised trial version of ED 061 083 is a unit of the Australian Science Education Project materials for grades seven through ten in Australian secondary schools. It is intended for students in the concrete operations stage of intellectual development. It provides activities to give students a broad introduction to the concept of energy, which is treated as a model that scientists find useful to explain change. The teacher's guide to the unit is an annotated copy of the student manual, giving ideas for assisting students to develop the concept, lists of apparatus required, and suggested references for students and teachers. All students are expected to complete the introductory unit and then to choose one or more of the five options: "Stored Energy," "Energy and Life," "Energy Converters," "Combustion," and "Using the Energy Fuels." Each option contains instructions for numerous activities, poses questions to be answered in the student workbook, and provides background information. Diagnostic tests and lists of correct answers, with discussions of the incorrect choices, are included in the student's booklet. (AL)

**ED 068 351** SE 014 962
**Unit: Rocks from Sediments, Inspection Pack, National Trial Print.**
Australian Science Education Project, Toorak, Victoria.
Pub Date Jul 72
Note—250p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus , Ohio 43221 (on loan)
**Document Not Available from EDRS.**
Descriptors—Curriculum, *Earth Science, Geology, Instruction, *Laboratory Manuals, *Science Course Improvement Project, Secondary Grades, Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)
Identifiers—Australian Science Education Project
Four compulsory introductory activities, involving learning to use a stream tray, observing the relationship between water speed and entraining, transporting and depositing sediments, studying the formation of sedimentary rocks, and examining several types of sedimentary rocks, are completed by all students using the unit prepared for Australian secondary schools. Students may then choose from the following list of options: "Crumbling Rocks"; "Raging Torrents and Slow Trickles"; "River Valleys"; "The Shifting Sands"; "Scratching the Surface" (glaciation); "Sediments with a Difference" (pyroclastics, precipitants, and fossiliferous sediments); "How Fast? How Long?" How Much?"; and "Maps for the Geologist." The teacher's guide to the unit outlines the activities, lists necessary materials, and provides hints on managing classroom investigations. The student's booklet contains instructions for the activities in the core and optional activities, including some photographic "data" for exercises on rivers and landforms, diagnostic tests, and test answers with explanatory comments. There is a separate student record book. (This is a revision of ED 058 099). (AL)

**ED 068 352** SE 014 963
**Unit: Indicating Acidity, Inspection Pack, National Trial Print.**
Australian Science Education Project, Toorak, Victoria.
Pub Date Aug 72
Note—165p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
**Document Not Available from EDRS.**
Descriptors—Biology, *Chemistry, *Curriculum, Earth Science, Laboratory Manuals, *Science Activities, *Science Course Improvement Project, Secondary School Science, Teaching Guides, *Units of Study (Subject Fields)
Identifiers—Australian Science Education Project
The introductory core activities in this trial unit, prepared for students in grades seven through nine of Australian schools, use indicators derived from flower pigments to provide a more convenient measure of acidity than taste. Students are offered choices among seven options after completion of the core: "How Acidic is That?"; "What Colour is That?"; "Soil Acidity"; "Dyeing to do Something?"; "Overcoming Acidity"; "Acids all About Us"; and "Living with Acids." In each option there are suggestions for investigations and some open-ended questions. Topics in the options include chromatographic techniques effects of acidity on plant growth, dyes and fluorescers, neutralization and stomach powders, corrosion, and the effects of acids on organisms (including digestion processes). The teacher's guide, an "overprinted" version of the student manual, lists the objectives of the unit, the needed materials, suitable references and aids, and the approximate pH values of common substances. Suggestions for teaching are made. A student record book has spaces for recording observations and includes response sheets for the diagnistic tests included with most options. (AL)

**ED 068 353** 24 SE 014 964
*Bolin, Calvin*
**A Model for Implementing the Project Physics Course for Independent Study. Final Report.**
Florida State Univ., Tallahassee.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-D-026
Pub Date 15 Sep 72
Grant—OEG-4-71-0038
Note—21p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Audiovisual Programs, Curriculum, *Independent Study, Instructional Innovation, Media Selection, *Physics Instruction, *Research, Science Instruction, *Secondary School Science, *Teaching Models
Included are results of a study conducted to assess the possibilities and effectiveness of learning physics at high school level via independent study. The sample was drawn from a regular high school physics class. During the experiment, no instruction was carried out by any teacher. An auto-instructional system was developed and provided for use by students. Materials included lesson guides, cassette tape recordings, flip-card presentations, and chapter tests. The unit covered during the treatment was selected from Project Physics curriculum materials which were in use in the school. The students had access to a room with independent and movable carrels. Pre-test scores were found to be slightly below the national norms. The post-test scores on the unit learned during the experiment were slightly higher than the national norm. The experiment was supervised by a non-science proctor who was responsible for coordination and checking the materials in and out to students. Self evaluations after each topic were regarded by students as very helpful. The student opinion survey, however, revealed that students preferred instruction by a physics teacher rather than through the auto-instructional approach. (PS)

**ED 068 354** SE 014 965
*Street, W. Paul, Ed.*
**Computerized Instruction in Mathematics Versus Other Methods of Mathematics Instruction Under ESEA Title I Programs in Kentucky.**
Kentucky Univ., Lexington. Coll. of Education.
Pub Date Jun 72
Note—59p.
Available from—University of Kentucky, College of Education, Lexington ($1.00)
Journal Cit—Bureau of School Service Bulletin; v45 n1 Sep 72
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Computer Assisted Instruction, Disadvantaged Youth, *Elementary School Mathematics, Evaluation, Individualized Instruction, *Instruction, Mathematics Education, *Remedial Mathematics, *Research

This is a report on the evaluative study of computer-assisted instruction (CAI) in ESEA Title I mathematics projects in Kentucky compared to non-computerized programs under Title I. Results of remedial mathematics instruction for disadvantaged students in grades three through seven during the 1971-72 school year are compared. The report describes the CAI program and the non-CAI program; reviews the literature on experiences others have had with CAI; and includes data on the attitudes of students and teachers toward the programs, on comparison of students in each program on the basis of standardized test scores, and on costs of the programs. The study concludes that CAI programs were not more effective than non-CAI programs in generating student development in mathematics, recommends that both types of programs be strengthened, and makes three suggestions for guidelines for programs in compensatory mathematics funded under Title I. (DT)

**ED 068 355** 24 SE 014 966
*Abrahams, Frederick F.*
**Development of New Materials to Improve the Training of Students in Data Analysis. Final Report.**
Brandeis Univ., Waltham, Mass.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-A-051
Pub Date Feb 72
Grant—OEG-1-9-080051-0001 (010)
Note—34p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavioral Science Research, *College Programs, *Course Organization, *Data Analysis, Educational Games, Evaluation Methods, Graduate Study, *Instruction, Methods Research, Research, Social Sciences, Statistical Surveys
New materials and approaches focusing on data analysis are described in this report. Students were exposed to a brief instruction on survey analysis. Then they used a series of games designed to aid the learning of data analysis, and worked with tables of data presented in different training formats designed to sharpen analytical skills. Limitations of previous methodology texts and instruction in data analysis are listed in the beginning of the report. Details are given of the training formats and the games which were developed, and their use is analyzed. A section on questionnaire construction is included. The evaluation of the effectiveness of the developed materials is given in terms of the author's impressions, based upon experiences with the materials in four graduate level methodology courses. (DT)

**ED 068 356** 24 SE 014 967
*Diliberto, S. P. And Others*
**Pilot Study for a New Elementary and Junior High School Mathematics Program: Number Activities for the Kindergarten.**
California Univ., Berkeley.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-I-042
Pub Date Jun 70
Grant—OEG-9-8-081042-0114(010)
Note—20p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Activity Learning, *Classroom Games, Disadvantaged Youth, *Elementary School Mathematics, Instruction, *Instructional Materials, *Kindergarten, *Number Concepts
Number activities for use in kindergarten were developed in an attempt to reduce the deficit in numerical experience shown by culturally disadvantaged children upon entry into the first grade. Twelve activities are described with teaching suggestions included. The activities did not undergo formal evaluation. Recommendations are made that the materials be formally evaluated, that some of the activities be performed in pre-school programs, and that certain number-learning equipment be manufactured. (Author/DT)

**ED 068 357** SE 014 968
**Planning for Integrated Science Education in Africa. Report of a Regional Workshop.**
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 71
Note—71p.; Report of the Workshop for Science Education Programme Planners in English-speaking African countries, Ibadan, Nigeria, Sept. 20 - Oct. 4, 1971
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Conference Reports, *Developing Nations, *Educational Strategies, International Education, *Leadership Training, *Science Education, Science Laboratories, Science Materials, Teacher Workshops, Workshops
Identifiers—UNESCO
This report of a workshop held in Nigeria for the leaders of science education at primary and lower secondary levels in 15 African nations describes the status of science instruction in those countries. The workshop was sponsored by UNESCO/UNICEF and continued from September 20th through October 4th, 1971. The main address to the conference, entitled, "Premature Specialisation in Science Education: A Disservice to Developing Nations," is included in the appendix. The chapter on "The Present Situation in Integrated Science Teaching in African Countries" is a compilation of information gathered from all the 15 nations. The emphasis of the workshop was on reviewing the progress of integrated science teaching programs in African nations and planning strategies for future work. Other topics included a review of programs outside Africa and a general plan for collaboration among participating African nations. The discussions centered on curriculum planning for integrated science teaching; science materials, equipment and facilities; teacher education; and evaluation. Separate chapters are devoted to each of these topics in the report. (PS)

**ED 068 358** SE 014 970
*Fanning, Odom*
**Opportunities in Environmental Careers.**
Pub Date 71
Note—271p.
Available from—Universal Publishing and Distributing Corporation, 235 East 45 Street, New York, New York 10017 ($5.75)
**Document Not Available from EDRS.**
Descriptors—*Careers, Design, Earth Science, Ecology, *Employment Opportunities, *Environment, Job Market, *Managerial Occupations, *Manpower Needs, Natural Resources, Recreation, Technology
Pinpointing disciplines which will be required during the 1970's to solve environmental problems is one of the goals of this career book. Analysis of the manpower demands which will create new job opportunities in environmental management is presented. Written for a student or counselor, it gives a general view of what the main environmental problems are and what kinds of jobs are available for those interested in this field of work. Various types of careers and career levels within the field are presented under five categories: ecology, earth sciences, resources and recreation, environmental design, and environmental protection. Each field of environmental management defines terms, describes its scope, lists major activities, discusses the functions of specific types of practitioners, relates the field to a career ladder, outlines educational requirements, gives earnings and working conditions, projects employment demand to 1980, and lists major sources of additional information. Educational requirements and opportunities are highlighted with samples of two- and four-year curricula and lists of such institutions offering environmental training. Concluding remarks indicate that by 1980 the number of people employed in environmental management will double and there will be a severe shortage of trained men and women to fill vacancies. (BL)

**ED 068 359** SE 014 980
*Roth, Robert E. Helgeson, Stanley L.*
**A Review of Research Related to Environmental Education.**
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date Sep 72
Note—56p.
Available from—Center for Science and Mathematics Education, The Ohio State University, 244 Arps Hall, Columbus, Ohio 43210 ($1.50)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Conservation Education, *Environmental Education, *Literature Reviews, Outdoor Education, Reference Materials, *Research, *Research Reviews (Publications)
To achieve the goals of environmental quality, new thrusts have been placed upon environmental education. Although successful development of this process must be based on sound research, little attention has been given to searching out, organizing, and reporting research in the environmental education area. The purpose of this report is to: (1) identify known research pertaining to environmental education, (2) review critically the identified research, and (3) identify areas for further research. Studies selected (94) include: (1) attempts at objective evaluation of programs, outcomes, attitudes, and administrative procedures, and (2) works related to elementary-secondary school, college or adult levels of educational concern. The review is limited to research completed since 1950 with the exception of certain documents of historic significance. Summary statements indicate that researchers addressed themselves to numerous aspects of environmental education, such as problems of philosophy, program development, evaluation of instructional materials, selection of sites appropriate for learning, and outcomes of programs. None of them, however, appeared to have considered environmental education on other than a local, regional, or national basis. The reviewers felt if environmental education is to be truly effective, it must emphasize the world-wide nature of the problems. (BL)

**ED 068 360** SE 014 981
*Meyer, G. R.*
**Planning an Environmental Studies Centre.**
Macquarie Univ., North Ryde (Australia).
Pub Date May 72
Note—25p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
**Document Not Available from EDRS.**
Descriptors—Criteria, Educational Facilities, *Environmental Education, *Field Studies, Magnetic Tape Cassettes, *Planning, *Study Centers
Identifiers—Australia
The educational and administrative planning and development of an environmental studies center designed both to synthesize fragments of learning about man and cater to specialized interests of specific user groups is illustrated by reference to the potential of an area near metropolitan Sydney (Australia) as the site for such a field studies center. Criteria to be met by a potential site are enumerated, the types of biological and cultural resources that should be surveyed within and adjacent to the selected area, and the criteria to use in planning the location of buildings, field bases, and environmental trails are discussed. The evolution of the center to allow use by day visitors, and, later, by residential courses, is described, outlining the facilities and staff needed at each stage. Parallel stages in the development of curricula and instructional materials are also considered briefly. The package contains a cassette recording of a talk presented to the David G. Stead Memorial Wildlife Research Foundation of Australia, maps and photographs of the model area that illustrated the speech, and copies of the version of the address that appeared in "Wildlife Research News" 2, No. 6, 1972. (AL)

**ED 068 361** SE 014 982
**[Environmental Education the Organic Way.]**
Pub Date 72
Note—500p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
**Document Not Available from EDRS.**
Descriptors—Audiovisual Aids, Conservation Education, *Environmental Education, *Horticulture, *Instructional Materials, *Interdisciplinary Approach, *Learning Activities, Multigraded Classes, Organic Chemistry, Plant Science
Interdisciplinary teaching resources for environmental studies at all educational levels are combined in this set of materials. Items include: (1) teaching aids for science, health, and nature study entitled: (a) "Insects--Here to Help You and the Environment," an 18-minute color filmstrip, cassette sound track and accompanying teacher's guide for grades 7-12, (b) "Color Me Healthy," a coloring book to introduce primary grade children to nutritional concepts, and (c) "-Handbook of Composting," a teacher's guide and large poster showing steps in compost building

for grades five through eight; (2) a single concept unit, "Teaching Science with Garbage," for teachers of science, mathematics, and social studies in lower elementary through junior high school grades. Emphasis is on composting or microbial decomposition under controlled conditions; (3) organic classroom materials including: (a) "Basic Organic Gardening Course," a teacher's guide for elementary through adult education levels, and (b) "The Basic Book of Organic Gardening," a companion text for the course; and (4) a series of article reprints from "Organic Gardening and Farming" ranging from starting seeds, companionate plantings and new garden varieties to bug pests and cooking recipes. (BL)

**ED 068 362** SE 014 996
*Lin-Fu, Jane S., Comp.*
**Selected Bibliography on Lead Poisoning in Children.**
Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.
Pub Date 71
Note—35p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (Stock No. 1730-0014, $0.25)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bibliographies, *Children, Diseases, Health, *Literature, Reference Materials, Scientific Research, *Special Health Problems
Identifiers—*Lead Poisoning
This comprehensive bibliography was prepared in response to the growing interest in the problem of childhood lead poisoning. Most of the papers noted are from the pediatric literature and include only those published in English. A limited number of papers on experiments in laboratory animals are cited. Documents are grouped under several general headings according to their main emphasis or topic of investigation: epidemiology; causes of lead poisoning; detection and indices of exposure; metabolism; metabolic disturbances and toxicity; pica; and prevention, treatment, and management. Since many of the papers cover several related topics, cross-references are given at the end of each section. Over 200 items are listed, covering the period 1942-1971. The bibliography would be useful as a reference source for libraries and/or those working in community health programs. (BL)

**ED 068 363** SE 014 999
**Environmental Education: A Selected Bibliography.**
Glassboro State Coll., N.J.
Pub Date Mar 72
Note—5p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bibliographies, Conservation Education, Ecology, Elementary Grades, *Environmental Education, Instructional Materials, *Literature, Outdoor Education, Pollution, *Reference Materials, Secondary Grades
Textbooks, courses of study, resource units, teaching units, teaching devices, and general reference books are catalogued in this selected bibliography for environmental education. The materials noted are those available from the Curriculum Laboratory, Savitz Learning Resource Center, Glassboro State College, New Jersey, and are useful for both elementary and secondary grade levels. Each entry lists title, author, publisher, year, and subject category: conservation, ecology, environmental education, outdoor education, pollution, science, or social studies. Fifty items are cited. (BL)

**ED 068 364** SE 015 143
**A List of Institutions Offering Degrees in Oceanography.**
Department of Commerce, Washington, D.C.
Pub Date 72
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Courses, *Degrees (Titles), *Directories, Earth Science, Environmental Education, *Higher Education, Indexes (Locaters), *Institutions, *Oceanology
Entered in this listing of higher education institutions are those with a specialization in oceanography and/or related areas of study. Each citation includes name and location of the school, degrees offered in specialized areas, and notes on related courses, degrees, and special facilities. Fifty-two institutions in 23 states, the District of Columbia, and Puerto Rico are noted. (BL)

**ED 068 365** SE 015 146
*Malone, Winfred F.*
**Information Resources in Pesticides, Environmental Health and Hazardous Materials.**
Environmental Protection Agency, Washington, D. C.
Pub Date Jul 72
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bibliographies, Directories, *Environment, Health, Indexes (Locaters), *Information Sources, *Organizations (Groups), *Periodicals, Pesticides, *Reference Materials, Resources
This directory of information centers, selected abstracting and indexing publications, and a discussion of journal capabilities and limitations has been prepared by the Hazardous Materials Advisory Committee of the Environmental Protection Agency. For selected information resources, each of the 20 entries includes name and location of the organization, telephone number, scope of services offered, and special programs conducted at or through its facilities. Section 2, selected abstracting and indexing publications, lists 31 journals applicable to pesticides, environmental health, and hazardous materials. The final section discusses the advantages and limitations of nine abstracting and indexing journals with regard to pesticide information. (BL)

**ED 068 366** 24 SE 015 161
*Heal, Fred A. And Others*
**Cattails or Concrete?**
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0216
Pub Date 72
Contract—OEC-5-10-54
Note—294p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Elementary Grades, *Environmental Education, Instructional Materials, *Learning Activities, Natural Resources, Outdoor Education, Student Projects, *Study Guides
Developed for elementary science studies, this unit on man and environment requires student involvement in discovery, observation, gathering and recording data, and problem solving. A series of 19 booklets, each designed as an activity which can be completed out-of-doors, comprise this student packet of materials. Topics studied in the activities include: adaptation, communities, consumers, decomposers and decomposition, food chains, habitat, hearing, land use, marshes, nutrients, producers, profit (land values), and wetlands. Each booklet tells the student what he will study, what he should be able to do, what he needs to know, what materials he needs, and how to do the activity. Questions to answer and questions to think about as well as other ways to do the activity are listed. To summarize all the topics of study, a story is written about community concern and planning for an environmental issue. This set of materials was field tested in the spring of 1972 by the Wisconsin Research and Development Center for Cognitive Learning. (BL)

**ED 068 367** SE 015 163
*Jacobs, Joel Robert, Ed.*
**Fourth Grade: Late Fall and Early Spring Curriculum Guide.**
Harrisburg City Schools, Pa. Outdoor and Environmental Education Center.
Pub Date 72
Note—83p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Curriculum Guides, Environmental Education, *Grade 4, Instructional Materials, *Learning Activities, Lesson Plans, *Natural Resources, *Outdoor Education, Units of Study (Subject Fields)
Identifiers—ESEA Title I
Activity plans for fourth grade outdoor education experiences comprise the bulk of this curriculum guide. Many of the outlines have been developed through practical application and experimentation by staff members of the Outdoor and Environmental Education Center (OEEC) of the Harrisburg, Pennsylvania, City Schools. Activities and studies for the late fall are related to vertebrate animals, fruits and seed dispersal, decay, forests, conservation of natural resources, the safe handling of tools, fire building, gardening, and plant reaction to seasonal change. Early spring activities include the study of mammals, arthropods, enemies of the forest, water pollution, land formation, shelters, bait casting, gardening, and animal reaction to seasonal change. Each plan outlines: (1) steps for classroom introduction of the subject and preparation of the students for their outdoor laboratory exercises, (2) information as provided in the OEEC activity, and (3) topics/projects to consider for classroom follow-up and reinforcement. Vocabulary words, films, and books are listed where appropriate as supplemental aids. This work was prepared under an ESEA Title I contract. Related documents are SE 015 164 for grade five and SE 014 707 for grade six. (BL)

**ED 068 368** SE 015 164
*Jacobs, Joel Robert, Ed.*
**Fifth Grade: Winter and Spring Curriculum Guide.**
Harrisburg City Schools, Pa. Outdoor and Environmental Education Center.
Pub Date 72
Note—66p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Curriculum Guides, Environmental Education, *Grade 5, Instructional Materials, *Learning Activities, Lesson Plans, *Natural Resources, *Outdoor Education, Units of Study (Subject Fields)
Identifiers—EDEA Title I
Activity plans for fifth grade outdoor education experiences comprise the bulk of this curriculum guide. Many of the outlines have been developed through practical application and experimentation by staff members of the Outdoor and Environmental Education Center (OEEC) of the Harrisburg, Pennsylvania, City Schools. Activities and studies for the winter are related to reptiles, composition and germination of seeds, history of living things, rocks and minerals, erosion, ropes and knots, camping equipment and outdoor survival, wood cutting, and observation. Spring activities include the study of birds, flowers, simple plants, outdoor cooking, reforestation, and gardening. Each plan outlines: (1) steps for classroom introduction of the subject and preparation of the students for their outdoor laboratory exercises, (2) information as provided in the OEEC activity, and (3) topics/projects to consider for classroom follow-up and reinforcement. Vocabulary words, films, and books are listed where appropriate as supplemental aids. This work was prepared under an ESEA Title I contract. Related documents are SE 015 163 for grade four and SE 014 707 for grade six. (BL)

**ED 068 369** SE 015 176
*Butcher, Samuel S. Charlson, Robert J.*
**An Introduction to Air Chemistry.**
Pub Date 72
Note—241p.
Available from—Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003 ($10.95)
**Document Not Available from EDRS.**
Descriptors—Air Pollution Control, *Chemistry, *Environment, Graduate Study, *Higher Education, *Meteorology, Physical Sciences, *Textbooks, Undergraduate Study
Designed for those with no previous experience in the field, this book synthesizes the areas of chemistry and meteorology required to bring into focus some of the complex problems associated with the atmospheric environment. Subject matter moves from a review of the relevant chemical and meteorological principles to a discussion of the general methods of obtaining and handling air chemical data. Three classes of chemical compounds (sulphur, nitrogen, and carbon) which are important in any consideration of trace constitutuents of the atmosphere are examined. Significant atmospheric reactions, the global budgets, and selected methods of analysis for these compounds are considered. Also covered are some of the physical characteristics of aerosols. While some reference is made to current research, the book cannot be considered as a research-oriented text, rather, as a utilitarian work to introduce the reader to basic air chemistry information and successful approaches to the study of air chemistry. It would be most useful in upper-level undergraduate and graduate level college courses. (BL)

**ED 068 370** SE 015 316
*Linke, R. D.*
**Environmental Education Research Project, Content Analysis Criteria, Report on First Evaluation Trial.**
Monash Univ., Clayton, Victoria (Australia).
Pub Date Jun 72
Note—30p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Environmental Education, *Evaluation Criteria, *Rating Scales, Reliability, Research Methodology, Secondary School Science, *Textbook Evaluation
Identifiers—Australia, Research Reports
Ten criteria for use in assessing the emphasis on environmental education in textbooks and similar resource materials were developed and given to 30 members of the Australian Conservation Foundation Education and Training Committees throughout the country. Each rater applied the criteria to three chapters of a biology textbook "The Web of Life," the Australian adaptation of the Biological Sciences Curriculum Study materials) and three units of the Australian Science Education Project materials (see ED 061 106 and ED 063 167 for two of the units). The results of the rating are presented, and, where appropriate, the maximum deviation from a cumulative reference distribution based on random rating (Kolmogorov-Smirnov one-sample test) is presented. The reliability of each index, and difficulties encountered in its use, are discussed. Copies of the scales, instructions and explanations provided to raters, and the rationale for each criterion are included in an appendix to the report. (AL)

**ED 068 371** SE 015 320
*Lucas, Arthur Maurice*
**Environment and Environmental Education: Conceptual Issues and Curriculum Implications.**
Pub Date 72
Note—261p.; Ph.D. Dissertation, Ohio State University
Available from—College of Education, Ohio State University, 190 North Oval Drive, Columbus, Ohio 43210
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Conceptual Schemes, *Curriculum, Definitions, Doctoral Theses, *Educational Objectives, *Educational Philosophy, *Environmental Education, *Interdisciplinary Approach, Language Usage
Identifiers—Research Reports
An examination of the concept "environment" leads to a number of questions that must be answered to reduce ambiguity of any particular use of the term: "What entity in the Universe is being used as the referent for 'environment'?" "What is the purpose of considering that entity's environment?" "What parts of the Universe external to the entity used as the referent are relevant, that is, have an effect, related to the purpose, on the entity?" These questions need to be applied to any use of "environment," including "environmental education." When "environmental education" is being discussed, ambiguity can be reduced further if the type of education--in, about, or for (the preservation of) the environment, or any of the combinations of two or more of these types--is specified. (Education for and education about the environment are distinguished by their goals; education in the environment is a pedagogic technique.) A transdisciplinary approach, based upon a strong foundation in the separate disciplines, is most likely to be effective in achieving goals for the environment. The arguments are illustrated by reference to existing definitions and programs and by an example of the possible nature of a curriculum based upon the effects of external parameters on an individual's well-being. (AL)

# SO

**ED 068 372** SO 002 278
**American Schools and Hospitals Abroad: Hearing Before the Subcommittee on the Near East of the Committee on Foreign Affairs. House of Representatives. Ninety-Second Congress, Second Session.**
Congress of the U. S., Washington, D. C. House Committee on Foreign Affairs.
Pub Date 11 May 72
Note—38p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Foreign Countries, Guidelines, *Hospitals, *International Programs, Organizations (Groups), *Schools
Identifiers—*Agency for International Development, AID, Middle East
This hearing, which concerned section 214 of the Foreign Assistance Act of 1961 (as amended), focused on dealing with the sharp increase in the number of institutions in the Middle East requesting funds for American schools and hospitals abroad. Thus, this record of hearing contains testimony to provide clarifications about the purposes and goals of section 214, the administering of funds appropriated, the roles of Congress and the Agency for International Development (AID), and guidelines concerning what constitutes an American school or hospital abroad. Also contained in this record of hearing are documents submitted for the record (including a set of criteria used by AID for screening prospective recipients, a delineation of institutions that have not received or requested assistance on a continuing basis, and a tabulation of American sponsoring organizations that have received or applied for grants for more than one institution). Appended are requests of AID and of Congress for appropriations in FY 1972 and a summary of AID to recipient institutions during FY 1959-71. (GC)

**ED 068 373** SO 002 303
*Darcy, Robert L.*
**Primer on Social Economics.**
Colorado State Univ., Ft. Collins.
Pub Date 70
Note—106p.
Available from—Department of Economics, Social Science Building, Colorado State University, Fort Collins, Colorado 80521 ($2.00)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Economic Climate, *Economic Education, *Economic Progress, *Economics, Higher Education, Instructional Materials, International Education, Money Systems, Social Factors, Social Sciences, *Social Systems, Textbooks
Identifiers—*Capitalism
An elaboration of the author's booklet entitled "First Steps Toward Economic Understanding," this primer is designed to help the reader develop a functional understanding of the economic process so that he can make wiser decisions on issues of social policy and on matters affecting his economic well-being. The document is not "economics in one lesson" but attempts to take some second steps toward economic understanding. Chapter I, "The Subject Matter of Economics," discusses such topics as economic institutions and basic problems facing every economic system. Chapter II, "Market Capitalism and Some Basic Principles of Economics," treats such topics as the circular flow of economic activity, the division of labor and economic interdependence, evolution of the industrial system, and the gross national product. Chapter III, "Ends and Means in the American Economy," discusses such subjects as economic goals of the American people, the government's role in our economic life, the role of labor unions, and human resources and the American work system. Chapter IV, "The American Economy: Trends and Problems," explores such topics as the knowledge explosion in technology and cybernation, the job market, unemployment, inflation, inequality and poverty, and international economic relations. (GC)

**ED 068 374** SO 002 355
*Gunn, Angus M., Ed.*
**High School Geography Project. Legacy for the Seventies. An Analysis of the High School Geography Project in Relation to New Developments in Geographic Education Worldwide.**
International Geographical Union.
Pub Date 72
Note—153p.
Available from—Centre Educatif Et Culturel, Inc., 8101 Metropolitain Anjou, Montreal 437, P. Q. ($3.25)
**Document Not Available from EDRS.**
Descriptors—*Curriculum Development, *Curriculum Evaluation, Essays, Evaluation Criteria, Geography, *Geography Instruction, *Projects, Secondary Education, *Social Studies
Identifiers—*High School Geography Project
Nine articles by geographers and educators analyze the High School Geography Project (HSGP). A project overview by Angus Gunn presents essential ideas and content of six units and several preliminary reactions. The question of "HSGP exportability" to France and Germany is examined in articles by Maurice Saint-Yves and Robert Geipel suggesting the practicality of undertaking similar ventures in these and other countries. Gilbert F. White analyzes the international dimensions of the project, summarizing the principal activities of assessment and application, adaptation, and the world-mindedness approach of the project. Implications of curriculum decisions are discussed by Nicholas Helburn, emphasizing that the impingement of social, economic, and political values upon curriculum development requires that deliberate choices need to be made in the selection of subject matter and kinds of processes. Remarks on preparing classroom materials, based on project hindsight, are offered by Donald J. Patton. Functions of formative and summative evaluation are discussed by Dana G. Kurfman. The last two articles, by Angus M. Gunn, discuss the accepting/rejecting processes and provide two examples of classroom materials. A bibliography of articles about the project and of publications by the project is provided. (SJM)

**ED 068 375** SO 002 592
*Levy, Tedd*
**Carnegie-Mellon University Social Studies Curriculum Project. Introduction to the Behavioral Sciences: An Inquiry Approach.**
Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 71
Note—163p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder, Colorado 80302 (For Loan Only)
**Document Not Available from EDRS.**
Descriptors—Anthropology, Behavioral Objectives, *Behavioral Sciences, Content Analysis, Course Evaluation, *Curriculum Evaluation, Grade 12, Inquiry Training, *Program Evaluation, Psychology, Secondary Education, *Social Studies, Sociology
Identifiers—*Carnegie-Mellon University Social Studies Project, CMAS
The CMAS, a detailed taxonomy of questions, is used to analyze course materials briefly described, along with other courses, in the document ED 051 059. Subject areas in the multidisciplinary 12th grade course, lasting approximately fifteen weeks, include anthropology, psychology, and sociology. The substantive content is analyzed as sound, unbiased, of good quality, and consistent for academically oriented students, although the materials are unsuitable for some particular kinds of students, teachers, schools, and communities. The overall physical and technical quality of printed materials, consisting of a student text, a teacher's guide, media, and tests, are evaluated as average. The author's rationale is explicit and clear to the analyst, and the objectives clearly set forth. Primary goals are for students to become independent and critical thinkers, skilled in the scientific method, and to question existing knowledge and values. Cognitive and affective objectives are sound and clearly stated. As evidenced by the materials, the author views field theory as very important and personality theory as important. No extraordinary teacher or student background is necessary for success with these materials. A related document is SO 002 571. (SJM)

**ED 068 376** SO 003 014
*O'Shea, David*
**The Structuring of Political Processes in Suburban School District Government.**
Pub Date 5 Apr 72
Note—51p.; Paper presented at the Annual Meeting, American Educational Research Association, Chicago, Illinois, April 5, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Boards of Education, Citizen Participation, Community Involvement, Educational Finance, Educational Research, *Educational Sociology, Models, Organizations (Groups), Political Issues, Power Structure, *School Community Relationship, School Dis-

trict Spending, Socioeconomic Influences, *Suburban Schools

A model of the key processes of the political system of school-district government and a report of some of the findings generated by application of the model to the comparative study of 15 elementary school districts in the Chicago suburban area are presented here. It is hypothesized that, after controlling for variation in community expectations for educational services, and ability to pay, districts differing in levels of local resource utilization will exhibit characteristic variations in the structuring of political-system processes relating school boards to their constitutents. The paper also examines what structures undertake the processes relating school boards to their constitutents and how socioeconomic-status differences among districts affect the structuring of political processes. Among the findings, it is noted that referendum is an important process through which community expectations and ability to pay find ultimate expression within school district government and that higher-status communities are more likely to effectively institutionalize a caucus for the recruitment of school board members. The study also identified distinctive patterns of board-community relations in districts differing in levels of local resource utilization. (GC)

**ED 068 377** SO 003 041

*West, Edith*

**The Family of Man. A Social Studies Program. The Rationale and Overview. Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—43p.

Available from—Selective Educational Equipment, Inc., 3 Bridge Street, Newton, Massachusetts 02195 ($2.00)

**EDRS Price MF-$0.65 HC Not Available from EDRS.**

Descriptors—Citizenship, Concept Teaching, *Cross Cultural Studies, Democratic Values, Discovery Learning, *Educational Objectives, Elementary Grades, Human Dignity, *Inquiry Training, *Interdisciplinary Approach, Sequential Learning, Skill Development, *Social Studies, Teaching Guides, Values

Identifiers—*Project Social Studies

A rationale for interdisciplinary elementary social studies materials produced and field tested by the Project Social Studies Curriculum Center is presented in this document. World change is taken into account in courses which focus on understanding culture, valuing human dignity, freedom of choice, and the individual. This emphasis leads to the broad program goal of citizenship education in the social studies and in the school. Inquiry teaching strategies encourage pupils to learn through the discovery process and to set up hypotheses by recalling concepts and generalizations learned by experiences and previous classes. Nine sections included in the booklet are: 1) the need for curricular change; 2) curriculum tasks undertaken by the staff in developing its program; 3) the social sciences or sources for the curriculum; 4) the philosophical considerations of the curriculum developers; 5) the role of the school in a democratic society; 6) teaching strategies; 7) eight criteria for selecting topics of study; 8) a brief framework of the elementary school program; and, 9) three general principles of curriculum organization used in grades 1 through 4. See 1971 Research in Education for some related documents. Other related documents are SO 003 146 through SO 003 153. (Author/SJM)

**ED 068 378** SO 003 051

*Thompson, Fred A.*

**The Interaction of Cognition and Affect: The Issue of Free Trade.**

Pub Date [72]

Note—36p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Affective Behavior, Changing Attitudes, *Cognitive Development, College Instruction, *Economic Education, Graduate Students, Junior College Students, Learning, Measurement Instruments

Identifiers—*International Trade

In determining whether an increase in student cognitions in the content area of international trade is correlated with an attitudinal change toward policy issues surrounding that subject, a microeconomics principles class at Riverside City College was used to test the hypothesis that a change in the cognitive component will cause a change in the affective component. Prior to and following instruction on foreign trade, the class was given a cognitive meaning device to test student knowledge of the subject and an attitudinal survey related to free trade and tariffs. Three control groups were used: an introductory college psychology class given no instruction on foreign trade but given the pre- post-tests, a small subset of the experimental group measured by post-test only (to control for "sensitizing" as a result of the pre-test), and a class of graduate students in economics (to check on the hypothesis that an increase in knowledge about foreign trade should result in an attitude supporting free trade). It was concluded that cognitive and attitudinal changes had a strong positive correlation and that perhaps just a basic understanding of facts about free trade is sufficient to elicit a definite change and a very "pro-free trade" attitude. (GC)

**ED 068 379** SO 003 100

**[Project Social Studies. Discipline Papers.]**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date [68]

Note—159p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Anthropology, Economics, Geography, History, *Intellectual Disciplines, Political Science, *Social Sciences, *Social Studies, Sociology

Identifiers—Discipline Papers, *Project Social Studies

The special papers provide a definition, delineate the scope, present a conceptual framework, and identify the method of inquiry and some techniques used for explaining the body of knowledge for each of six disciplines. The background papers to Project Social Studies are: 1) "Sociology" by Caroline Rose; 2) "The Study of Geography" by Fredrick R. Steinhauser; 3) "The Study of Anthropology" by Shirley Russell Holt; 4) "Political Science" by Frank Sorauf; 5) "The Many Meanings of History" by Robert F. Berkhofer; and, 6) "Some Thoughts on the Teaching of Economics" by Leonid Hurwicz. A number of pages may be illegible. (Author/SJM)

**ED 068 380** SO 003 130

*Dollase, Richard And Others*

**Black in White America: Historical Perspectives. The African Experience: Exploring What was Lost to a Man Enslaved and Brought to the New World.**

Education Development Center, Inc., Newton, Mass.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date 71

Note—101p.

Available from—ERIC/ChESS, 855 Broadway, Bouder, Colorado 80302 (For Loan Only)

**Document Not Available from EDRS.**

Descriptors—*African American Studies, *African Culture, Cultural Background, Ethnic Studies, Ibo, Instructional Materials, Negroes, *Negro History, *Slavery, *Social Studies Units, Tribes

Identifiers—*Black in White America

This volume is the first of a three-part course of study for secondary students. The entire course is designed to take six to eight weeks. This unit is concerned with life as Africans knew it in their homeland, before the incursions of the slave traders. While the introductory section describes the traumatic process of being uprooted and enslaved, the primary focus of this unit is on the life of the Ibo, a West African tribe organized on the governing principle of voluntary agreement of consensus. How they viewed the world, the nature of their community, their concept of justice and their social organization are the major topics developed in this section. The final section of this book discusses what was lost to the Africans enslaved and brought to the New World. Footnotes and acknowledgements are listed at the end of the volume. (FDI)

**ED 068 381** SO 003 131

*Dollase, Richard And Others*

**Black in White America: Historical Perspectives. In Bondage: The First 300 Years.**

Education Development Center, Inc., Newton, Mass.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date 71

Note—200p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302 (For Loan Only)

**Document Not Available from EDRS.**

Descriptors—*African American Studies, Ethnic Studies, Instructional Materials, *Negro History, Secondary Grades, *Slavery, *Social Studies Units, United States History

Identifiers—*Black in White America

This volume is the second in a three-part series (see SO 003 130 and SO 003 132.) The major concern of this volume is with the day to day life of the slave, the development of the institution of slavery and the ways in which slaves responded to their adverse living conditions. These responses are studied under three headings: coping, revolt, and escape. Personal narratives or major case studies are used to illustrate each of these responses. The next section studies the emancipation and its aftermath--the use of Jim Crow laws and what they brought to Black Americans. This unit ends with a study of how the blacks responded to the challenges and needs of their communities in the South during the Jim Crow era. Footnotes, acknowledgements and picture credits are listed in the back. (FDI)

**ED 068 382** SO 003 132

*Dollase, Richard And Others*

**Black in White America: Historical Perspectives. The Search for Unity and Equality in the Twentieth Century.**

Education Development Center, Inc., Newton, Mass.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date 71

Note—120p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302 (For Loan Only)

**Document Not Available from EDRS.**

Descriptors—*African American Studies, Black Community, Ethnic Studies, Ghettos, Instructional Materials, Migration, *Negro Attitudes, *Negro Culture, *Negro History, Negro Institutions, Negro Organizations, Racial Integration, Racial Segregation, Secondary Grades, *Social Studies Units, United States History, Urban Environment, Urban Immigration

Identifiers—*Black in White America

The final unit of this three-part course begins with the mass migration of Southern blacks to the industrial cities in the North and the consequent rise of black ghettos. How the blacks responded to these new conditions--the development of the black church, the rise of the blues as a method of self-expression and the emergence of political and economic pressure groups is discussed in the first section. But the major emphasis for this book is organized around the question: Which direction for black Americans--separatism or integration? These alternatives are explored through two major case studies: Garveyism, Black Separatism in the Urban Ghetto; and The N.A.A.C.P., The Struggle for Legal Rights. The volume concludes with a discussion of the Little Rock high school incident of 1956. Footnotes, acknowledgements and picture credits are listed at the end of the book. (SO 003 130 and SO 003 131 are related.) (FDI)

**ED 068 383** SO 003 146

**United States History: From Community to Society. Teacher's Guide, Grade Six. Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—125p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Affective Objectives, *American Indian Culture, Cognitive Objectives, Concept Teaching, *Cross Cultural Studies, Democratic Values, Discovery Learning, Elementary Grades, Grade 6, Human Dignity, *Inquiry Training, Interdisciplinary Approach, Sequen-

tial Learning, Skill Development, *Social Studies Units, Teaching Guides, *United States History, Values
Identifiers—*Project Social Studies
This teacher's guide to the sixth grade social studies course on United States history, which is part of an articulated sequential curriculum for grades k-12, contains resource units which emphasize culture concepts in studying the American Indians and the Spanish, French, and British settlements. Cognitive and affective developmental skills are stressed. The seven units are designed to help students learn scholarly values, democratic values, and the value of human dignity. Inquiry strategies encourage pupils to learn through the discovery process and to set up hypotheses by recalling concepts and generalizations learned by experiences and previous classes. Four major sections are included in the guide. The first section presents information on course objectives, rationale, descriptions, teaching strategies, how to adapt resource units to specific classes, and how the course fits into the total program. The second section consists of charts indicating the way in which cognitive, affective, conceptual, and generalization skills are developed in different units. A background paper, written by Robert F. Berkhofer Jr. and contained in the third section, identifies the important topics to be taught in each unit. The last section provides a content bibliography. The seven units are contained in documents SO 003 147 through SO 003 153. (SJM)

**ED 068 384** SO 003 147
**United States History: From Community to Society. Unit One: Indian America Before White Settlement. Grade Six. Project Social Studies.**
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—103p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Activity Units, *American Indian Culture, American Indians, *Cross Cultural Studies, Discovery Learning, Elementary Grades, Grade 6, History Instruction, *Inquiry Training, Instructional Materials, Interdisciplinary Approach, Resource Units, Skill Development, *Social Studies Units, *United States History
Identifiers—*Project Social Studies
Unit I for grade six deals with the American Indian in a cross cultural approach. Pupils use case studies to examine the Aztecs, who were later conquered by the Spanish, and the Iroquois, who came into contact with the French and English, as total cultures and draw comparisons between the two. The main part of each resource unit is set up in a double page format to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. The outline begins with developmental generalizations on culture in all societies, noting the similarities and differences, and is followed by a list of developmental cognitive and affective skills. The content outline emphasizes that although the Aztecs and Iroquois were both American Indians, their societies differed in the ways of living prior to white contact. Teaching procedures suggest learning activities which implement various source materials, textbooks, and non-text materials. A selected reading on the Aztecs is included. The teacher's guide in document SO 003 146 provides detailed information on course objectives, teaching strategies, and program descriptions. Other related documents are SO 003 148 through SO 003 153. (SJM)

**ED 068 385** SO 003 148
**United States History: From Community to Society. Unit Two: Spanish and French Settlement of North America. Grade Six. Project Social Studies.**
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—117p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Activity Units, *American Indian Culture, American Indians, Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Discovery Learning, Elementary Grades, Grade 6, History Instruction, Inquiry Training, Interdisciplinary Approach, *Land Settlement, Resource Units, Skill Development, *Social Studies Units, *United States History
Identifiers—*Project Social Studies
Colonization of America is the theme in this second social studies unit for 6th grade students. Reasons for colonization are briefly discussed. The unit then takes up the Spanish settlement of Mexico, the way in which the Spanish took their culture with them to the new world, differences in the way in which the Aztecs and the Spanish perceived the same environment, the contact of the Spanish with the Aztecs, and cultural diffusion. In the next part of the unit, pupils turn to the French settlement of Canada, studying it in much the same way that they studied the Spanish colonization and contact with Indians. Pupils contrast the French and Spanish settlements as well as the European and Indian cultures which came into contact with each other. A book of student readings on the colonization of North America by the French is included. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 149 through SO 003 153. (Author/SJM)

**ED 068 386** SO 003 149
**United States History: From Community to Society. Unit Three: The English Settlement of North America. Grade Six. Project Social Studies.**
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—48p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Activity Units, American History, *American Indian Culture, American Indians, *Colonial History (United States), Colonialism, Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Elementary Grades, Grade 6, Inquiry Training, Puritans, Resource Units, Skill Development, *Social Studies Units, *United States History
Identifiers—*Project Social Studies
This third in a series of resource units designed for sixth grade students and produced by the Project Social Studies Curriculum Center deals primarily with the English settlement of North America. Pupils study similarities and differences in the English settlements of Jamestown and Plymouth by using case studies. English contact with the Indian groups is examined, and English settlements are compared to the French and Spanish Colonial patterns. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 148 through SO 003 153. (Author/SJM)

**ED 068 387** SO 003 150
**United States History: From Community to Society. Unit Four: Revolutionary America. Grade Six. Project Social Studies.**
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—65p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Activity Units, *Colonial History (United States), Colonialism, Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Elementary Grades, Grade 6, History Instruction, Inquiry Training, Resource Units, *Revolutionary War (United States), Skill Development, *Social Studies Units, *United States History
Identifiers—*Project Social Studies
Revolution is the theme of this resource unit, which is the fourth in a social studies series designed for sixth grade students. In the first part of the unit, case studies are used to examine 18th century Boston, Williamsburg, and Philadelphia, contrasting them to 17th century Jamestown and Plymouth settlements. Emphasis is upon examining causes of the revolution, the revolutionary war itself and, further, strategies of the war. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 148 through SO 003 153. (SJM)

**ED 068 388** SO 003 151
**United States History: From Community to Society. Unit Five: National Expansion. Grade Six. Project Social Studies.**
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—43p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Activity Units, American Indians, Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Elementary Grades, Grade 6, History Instruction, Human Geography, Inquiry Training, Interdisciplinary Approach, *Land Settlement, *Migration, Nationalism, Resource Units, Skill Development, *Social Studies Units, *United States History
Identifiers—National Expansion, *Project Social Studies
The purpose of this fifth in a series of resource units intended for use at the sixth grade level is to provide concepts on the internal migration of peoples from the Atlantic Seaboard and immigration of foreigners to the Northwest and New South. Students trace migration patterns, noting that culture and materials objects also move with the people and the area to which people migrate is thus changed. National movement to the Trans-Appalachian West is traced through stories of famous American men such as Sam Houston, John Brown, Abe Lincoln, Stephen Douglas, Daniel Boone, and others. Foreign immigration is also described, and problems faced by foreign immigrants are examined. The fact that the transportation revolution not only facilitated the westward movement but also affected the American economy is discussed. A book of selected readings on the Great Plains is included. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003148 through SO 003 153. (Author/SJM)

**ED 068 389** SO 003 152
**United States History: From Community to Society. Unit Six: Civil War and Reconstruction. Grade Six. Project Social Studies.**
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—245p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—Activity Units, African American Studies, *Civil War (United States), Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Democratic Values, Elementary Grades, Grade 6, Human Dignity, Interdisciplinary Approach, Negro History, *Reconstruction Era, Resource Units, Skill Development, Slavery, *Social Studies Units, *United States History
Identifiers—*Project Social Studies
The cause of the Civil War is interpreted through cultural concepts in this sixth resource unit series designed for sixth grade students. Suggested activity units expose students in some depth to inhumane conditions of slaves, enslavement problems, black exploitation, and revolts stemming from denial of basic humanity, the African background of slaves, and the role of the Negro in the Civil War. After military history is studied, students examine the Reconstruction period and the subsequent development of segregation. Selected readings of primary sources on the Civil War and Reconstruction, and study questions on the readings, are included. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 148 through SO 003 153. (Author/SJM)

**ED 068 390** SO 003 153
**United States History: From Community to Society. Unit Seven: The Completion of National Expansion. Grade Six. Project Social Studies.**
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—127p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Activity Units, *American Indian Culture, American Indians, Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Discovery Learning, Elementary Grades, Grade 6, History Instruction, *Inquiry Training, Interdisciplinary Approach, Land Settlement, Resource Units, Skill Development, *Social Studies Units, *United States History
Identifiers—National Expansion, *Project Social Studies
The Plains Indians are studied in unit seven, the last resource unit in the sixth grade social studies course which focuses on culture. This unit provides two case studies of the Cheyenne and the Mandan for students to examine similarities and differences between the two cultures. The lives of the Indians are analyzed through the white man's perspective. The last part of the unit deals with the conflict and effects of white-Indian contact in the Plains area. A bibliography is included. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 148 through SO 003 153. (Author/SJM)

**ED 068 391** SO 003 162
*Klinger, Eric*
**Social Status Effects on Achievement Motivation. Final Report.**
Minnesota Univ., Morris.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—Proj-9-F-084
Pub Date 21 Feb 72
Grant—OEG-6-70-0011(509)
Note—34p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Achievement, Adolescents, Age Differences, Behavioral Science Research, Educational Research, Games, Intervention, *Leadership, Males, *Motivation, Personality, *Psychoeducational Processes, Role Perception, *Social Status, Youth
Identifiers—Boy Scouts
To determine short-run effects of experimentally imposed leadership roles, a sample of 221 Boy Scouts (aged 10 to 17) was formed into (usually) 4-man teams that competed in 3 skill games. One member of each team was randomly designated as captain, with power to administer and reward. Captains who were leaders in their troops responded to becoming captains with an increased sense of elan. Captains who were not leaders responded with decreased elan; in some cases, withdrew from relating to others; and were ineffective as captains. (These effects were unrelated to team success.) It was concluded that attempting to confer status on a low-status boy through outside intervention is, in the short run, potentially harmful and does not immediately increase achievement motivation. This report contains a literature review; discussions of the subjects, apparatus, procedures, games, use of the Thematic Apperception Test and of adjective checklists related to subjects' self-assessments of such variables as achievement and aggression, subjects' reactions to the experiment and its components, study variables, and statistical analyses; results of statistical analyses in terms of such factors as being a captain and correlates of leadership rank; and instructions given to team captains for playing the games. (Author/GC)

**ED 068 392** SO 003 185
*O'Reilly, Desmond Vincent*
**A Study of the Use of Simulations and Games in Education with Special Reference to Geography.**
Pub Date Nov 71
Note—133p.; Master's thesis submitted to the New University of Ulster (Ireland)
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder, Colorado 80302 (For Loan Only)
**Document Not Available from EDRS.**
Descriptors—Child Development, *Educational Games, *Game Theory, *Geography Instruction, *Masters Theses, Models, Motivation, Questionnaires, Role Playing, *Simulation
Identifiers—United Kingdom
Chapter 1 of this thesis provides definitions of terms used. Chapter 2 discusses role-playing, strategy games, and models. Chapter 3 explores the significance of games in child development. Chapter 4 relates the historical development of gaming and simulation. Chapter 5 focuses on advantages of simulations and games in education in terms of such factors as motivation, effects on classroom environment, cooperation, and critical thinking. Chapter 6 cites limitations to simulation and gaming (e.g., the difficulty of adapting games to classroom practice) as well as providing criticism of certain geography games and of games in general. Chapter 7 is an overview of teaching methods employed in games. Chapter 8 examines geography and games in terms of the systems approach, game theory, and aspects of geography suitable for simulations and games. Chapter 9 provides composites of student and teacher questionnaires related to simulation and gaming. Also given are general conclusions, a bibliography, and 3 appendixes (an annotated research survey, descriptions of simulations and games of interest to geographers, and examples of games produced in the United Kingdom with instructions and materials for implementation). (GC)

**ED 068 393** SO 003 190
**Evaluation and Development Blow Your Mind Conference. Final Report: Technical Paper Number One. Appendix C.**
Colorado Univ., Boulder. Colorado Center for Training in Educational Evaluation and Development.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 70
Contract—OEC-0-70-4770(520)
Note—38p.; Proceedings from the Evaluation and Development Blow Your Mind Conference, Boulder, Colorado, December 10, 1970
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Conference Reports, *Educational Development, Educational Improvement, *Educational Research, *Evaluation, Material Development, *Models, *Research and Development Centers
The Evaluation and Development Blow Your Mind Conference was one activity initiated under the design grant for the Colorado Center for Training in Educational Evaluation and Development (at the University of Colorado). Prior to the conference, 3 consultants (a psychology professor from the University of Washington, a representative of the Educational Testing Service, and the program director for the Bureau of Applied Research at Columbia University) spent 1 1/2 days evaluating the past and potential performance of the University of Colorado's Laboratory of Educational Research as a training facility in research and research-related areas. At the conference, these consultants were asked to free-associate and brainstorm on what evaluation, research, and development in education should be. This document is the lightly edited verbatim proceedings of the consultants' input and interactions with other participants. (GC)

**ED 068 394** SO 003 206
**Project Canada West. Kistu'Pewin, Volume I, Number 2.**
Pub Date Aug 71
Note—46p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Affective Objectives, Cognitive Objectives, Cross Cultural Studies, Curriculum Design, *Curriculum Development, Elementary Grades, Environmental Education, *Newsletters, Projects, Secondary Grades, *Social Studies, Urban Areas, Urban Culture, Urban Environment, *Urbanization, Urban Studies
Identifiers—Canada, *Project Canada West
This newsletter was organized with the purpose of issuing progress reports on the various curriculum development projects comprising Project Canada West. Volume 1 number 1 is described in ED 048 026. In this issue background information is given about the Project and the major understandings on which the objectives of the program are based. Briefly, the assumptions are that Canada is an advanced, industrialized, and urbanized society; multi-cultural, multi-ethnic, with two major linguistic groups; a vast country with regional differences, open to external influence. Fourteen curriculum development projects related to the theme of urbanization in Canada are examined here. In each case, rationale is given in terms of the particular approach, understandings are listed and objectives stated. Not all of the projects list materials to be developed, planned units or teaching strategies. Skills and attitudes to develop are discussed in some cases, as is age level for which the project is designed. The projects reflect varying degrees of development, with few to the state of discussing pilot studies and evaluation measures. Primary emphasis is on rationale and objectives. Related documents are ED 049 105, ED 055 010 through 020. (JMB)

**ED 068 395** SO 003 217
**The Negro in American History: A Series of Episodes.**
Nashville - Davidson County Metropolitan Public Schools, Tenn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 71
Grant—OEG-4-71-0216
Note—158p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—African American Studies, Grade 8, Grade 11, *Negro History, Secondary Grades, Slavery, *Social Studies Units, Teaching Guides, *United States History
This teacher's kit contains a series of lessons on black history that can be integrated into regular 8th- and 11th-grade American history courses. Each lesson includes a student card containing basic reading material, with appropriate activities, and a teacher card providing additional information and/or suggestions for class discussion. Although the coverage of black history is not comprehensive, 37 lessons are included: Prejudice; Semantics Is the Name of the Game; Great Civilizations of Africa; Explorers; Slave Trade; Servitude in the New World; The Two Benjamins; The Constitution and the Negro; Jefferson on Slavery; The Story of Joseph Cinque; Plantation Life; The "Free" Negro; Negro Resistance to Slavery; The Abolition Movement; The Underground Railroad; The Negro in the Civil War Era; Lincoln on Slavery; Reconstruction and the Negro; Products of Reconstruction; Status of the Negro in 1877; Education for the Negro; The Black Church; The Black Cowboy; Who Is Jim Crow?; Booker T. and W.E.B.; The Niagara Movement; Migration of the Negro; The Various Lives of the Ku Klux Klan; Harlem Renaissance; The Depression and the New Deal; Brown vs. the Board of Education of Topeka, Kansas; Nonviolence; Branches of Freedom; The Black Muslims; The Black Panthers; Status of the Black in the Service; and The Black American as Scientist and Inventor. (GC)

**ED 068 396** SO 003 505
*Dacey, Michael F.*
**Linguistic Aspects of Maps and Geographic Information.**
Northwestern Univ., Evanston, Ill. Dept. of Geography.
Spons Agency—Office of Naval Research, Washington, D. C. Geography Branch.
Pub Date Jan 71
Note—32p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (MF $0.95; HC $3.00)
**Document Not Available from EDRS.**
Descriptors—Data Processing, *Geography, Information Processing, Information Systems, *Linguistics, *Maps, Models
Identifiers—*Cartography
The frequent reference by geographers and cartographers to 'the language of maps' is made precise by clarifying ways in which maps and other formulations of geographic information constitute a language. Aspects of this language are identified, and emphasis is placed on the use of linguistic concepts for study of models of geographic information that are treated as components of a geographic information system. Some linguistic methods suitable for processing geographic information are identified, and the selection of references provides a guide to the appropriate literature. Brief mention is made of some fundamental methodological and conceptual issues that have been resolved in completed and forthcoming journal articles. (Author)

**ED 068 397** SO 003 730
*Miller, Warren Tanter, Raymond*
**International Data Archive and Analysis Center. I. International Relations Archive. II. Voluntary International Coordination. III. Attachments.**
Michigan Univ., Ann Arbor. International Data Archive and Analysis Center.
Pub Date Apr 71
Note—263p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-723 208, MF $.95; HC $3.00)
**Document Not Available from EDRS.**
Descriptors—Archives, Computers, *Conflict, Data Analysis, *Data Collection, Data Processing, Foreign Policy, *Foreign Relations, *Information Processing, Mathematical Models, Operations Research, *Political Science, Technical Reports, World Affairs
The International Relations Archive undertakes as its primary goals the acquisition, management and dissemination of international affairs data. The first document enclosed is a copy of the final machine readable codebook prepared for the data from the Political Events Project, 1948-1965. Also included is a copy of the final machine-readable codebook for Dimensions of Conflict Behavior Within and Between Nations: 1955-1960. The Voluntary International Coordination technical report forms the second portion of the document. The VIC project undertakes work in three areas: 1) organization of conferences to encourage convergence among quantitative international affairs projects on theoretical priorities for data generation and modelling, variable definitions, coding rules and quality control; 2) allocation of small grants to initiate important data generation projects; and, 3) development of computer based models for conflict management. The first part of this section is a paper, "New Modes of Scientific Communication", which discusses the Inter-University Comparative Foreign Policy Conference held at Ohio State in 1970. The second part is a codebook for data on "two-party" disputes. (Author/JBL)

**ED 068 398** SO 003 767
*Langer, Paul F.*
**Education in the Communist Zone of Laos.**
Rand Corp., Santa Monica, Calif.
Pub Date 71
Note—40p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-742 387, MF $.95, HC $3.00)
**Document Not Available from EDRS.**
Descriptors—Adult Education Programs, Adult Literacy, *Communism, *Comparative Education, Education, Educational Policy, Educational Programs, *Foreign Countries, Instructional Staff
Identifiers—*Laos, Pathet Lao
The educational policies and programs of the Pathet Lao are examined in some detail in this report. The first section looks generally at the colonial legacy and present context. Because of the meager resources made available for education under the French and the deprived conditions prevailing in what became the Pathet Lao zone, educational policy in Communist Laos today is being implemented under the most adverse conditions. The next section discusses the spirit of Pathet Lao education and notes that it aims primarily at preparing the ground for revolution by gradually developing in the youth a new spirit and appreciation for a new value system which emphasizes effort for socially useful ends. Organization and staffing of educational efforts in the Communist zone are discussed in the section following. A special section of the Central Committee of the Lao Patriotic Front is charged with responsibility for education and training. The principle that education should combine practical and academic work is reflected in the training of teachers. An examination of adult education and the literacy drive is also included. About ten years ago, the Pathet Lao began to bring a modicum of education to the largely illiterate adult population of Laos. These literacy programs have since been accelerated. The last section takes a broad look at the accomplishments of educational programs in the Communist zone and compares them with the results achieved by the government-controlled section. (Author/JLB)

**ED 068 399** SO 004 438
*Kent, George*
**Teaching Practical Policy Analysis.**
Hawaii Univ., Honolulu. Dept. of Political Science.
Pub Date Apr 71
Note—19p.; Research Report Number 56
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD 722 805, MF $.95, HC $3.00)
**Document Not Available from EDRS.**
Descriptors—*Foreign Policy, *Foreign Relations, Higher Education, *Policy Formation, *Political Science, *Problem Solving, Secondary Grades, Self Directed Groups, Teaching Methods
Students can learn to grapple with real political problems by doing policy analysis, studies designed to produce well-supported recommendations for action dealing with particular problems. Instead of asking what is being done about particular issues, they could ask what should be done. These questions could be examined in a systematic and analytic way, in a variety of formats. Engagement in political studies of this kind can develop the student's skill at analyzing and managing real political problems. It can enhance his sense of efficacy, and it can provide him with a firmer grasp of political concepts and information than would be obtained with traditional teaching methods. (Author)

**ED 068 400** SO 004 439
*Parker, Franklin, Ed.*
**American Dissertations on Foreign Education. A Bibliography with Abstracts. Canada: Volume 1.**
Pub Date 71
Note—175p.
Available from—Whitston Publishing Company, Inc., Box 322, Troy, New York 12181 ($9.50)
**Document Not Available from EDRS.**
Descriptors—*Annotated Bibliographies, Bibliographies, *Comparative Education, Doctoral Theses, Educational Practice, Educational Research
Identifiers—*Canada
This first volume focuses on various aspects of Canadian education. The bibliographic entries are arranged alphabetically according to the author's last name. A subject index is provided. Approximately one-fourth of the one hundred and seventy-one entries are abstracted, while the remaining three-fourths list only the author, the dissertation title, the sponsoring institution and the date. Dissertations included range in date from the early part of the century into the 60's. Also included in this volume is an appendix containing the following sub-sections: 1) General Comments; 2) Regional Characteristics of School Systems; 3) Federal Departments and Agencies; 4) National Education Organizations; and 5) Statistics of Canadian Education 1968-69. (SO 004 440 is a volume in the series and deals with education in India.) (FDI)

**ED 068 401** SO 004 440
*Parker, Franklin, Ed.*
**American Dissertations on Foreign Education. A Bibliography with Abstracts. India: Volume 2.**
Pub Date 72
Note—246p.
Available from—Whitston Publishing Company, Inc., Box 322, Troy, New York 12181 ($11.00)
**Document Not Available from EDRS.**
Descriptors—*Annotated Bibliographies, Bibliographies, *Comparative Education, Doctoral Theses, Educational Practice, Educational Research
Identifiers—*India
This second volume focuses on the various aspects of education in India. One hundred and ninety-one dissertations are entered in this book and arranged alphabetically according to the author's last name. Entries range in date from the early part of the century to the mid 60's. Approximately one-third of these bibliographic entries are abstracted, while the remaining two-thirds list only the author, the dissertation title, the sponsoring institution, and the date. A subject index is also included in this volume. (FDI)

**ED 068 402** SO 004 447
*Cornbleth, Catherine And Others*
**Teacher-Pupil Interaction and Teacher Expectations for Pupil Achievement in Secondary Social Studies Classes.**
Pub Date Apr 72
Note—20p.; Paper presented at annual meeting, American Educational Research Association, Chicago, April, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Achievement, Behavioral Science Research, *Classroom Communication, Classroom Research, Expectation, Interaction Process Analysis, Secondary School Teachers, *Social Studies, *Student Teacher Relationship, *Teacher Behavior
Identification of behavioral correlates of differential teacher expectations for pupil performance is made through a system of dyadic interaction analysis. Observable differences in secondary teachers' behavior with pupils from whom they expect high achievement and pupils from whom they expect low achievement are measured in seven social studies classrooms in schools which serve pupils from a wide range of socio-economic backgrounds and which do not employ ability grouping. Comparison of the findings of this study is made with those of previous studies conducted with experienced teachers in junior high math, reading, and social studies classes, in self-contained elementary classrooms, and in a laboratory study employing student-teachers and high school pupils. The outcomes of this study suggest not only further research to replicate, refine, and extend these findings, but also efforts to involve classroom teachers in identifying and modifying behavior patterns which might contribute to the fulfillment of their negative expectations. (Author/SHM)

**ED 068 403** SO 004 449
*Mitchell, Bruce*
**The Delphi Technique in Research and Teaching.**
Pub Date 71
Note—8p.; Paper presented at annual meeting of the Canadian Association of Geographers, University of Waterloo, Waterloo, Ontario, 1971
Available from—Department of Geography, University of Waterloo, Waterloo, Ontario, Canada (Free)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—City Planning, Conference Reports, Instructional Improvement, Natural Resources, *Prediction, Predictor Variables, Probability, *Research Methodology
Identifiers—*Delphi Technique, Futurology
Description of the characteristics and mechanics of the Delphi technique of identifying the likelihood of occurrence of specified future events precedes suggested uses for the technique in research, planning, and teaching. The procedure involves obtaining individual predictions, aggregating results, presenting results to the individuals, and having individuals evaluate predictions. A RAND Corporation study to predict major developments in population growth, probability and prevention of war, future weapon systems, automation, space progress and scientific breakthrough illustrates the mechanics of the technique. The potential of the procedure for resource forecasting, application of the technique to establish city planning goals, and a discussion of a modified version of the procedure as used in teaching a graduate course in research methodology indicate the possible value of the Delphi technique in incorporating variables in research and in attempting to identify priorities at various spatial scales of planning. (Author/SHM)

**ED 068 404** SO 004 510
**Defining and Implementing a Content-Process Approach to Teaching Social Studies.**
Madison Public Schools, Wis. Dept. of Curriculum Development.
Pub Date 70
Note—34p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Concept Teaching, Economics, Elementary Education, Generalization, Geography, History, Inquiry Training, *Interdisciplinary Approach, Political Science, Sequential Learning, *Social Studies, Sociology, Teaching Guides, *Teaching Methods
The content-process approach described in this k-12 teaching guide focuses upon knowledge as a basis for understanding and explaining that which is being investigated and, when practical, for predicting what may happen in the future as a result. A curriculum based upon this sequential interdisciplinary content process approach helps students to organize categories of knowledge, to see

that there are many ways of looking at a concept, and to glean from all disciplines new and varied understandings. Six sections introduce the topic; define the content-process approach; present conceptual frameworks for the organization and integration of social studies knowledge in economics, geography, history, political science, and sociology; illustrate how social studies concepts can be meaningfully related to generalizations which evolve from specific content materials at various grade levels; emphasize the importance of inquiry techniques in helping students to realize the desired cognitive and affective objectives; and lastly, provide a model for selecting and evaluating social studies learning experiences. (Author/SJM)

**ED 068 405** SO 004 632

**Association for Humanistic Psychology Newsletter. Volume 8, Number 6.**

Association for Humanistic Psychology, San Francisco, Calif.

Pub Date Mar 72

Note—20p.

Available from—Association for Humanistic Psychology, 416 Hoffman, San Francisco, California 94114

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Behavioral Sciences, Bibliographies, *Humanism, *Individual Development, Individualism, *Newsletters, Personal Growth, *Psychology, Resources, Social Sciences

Identifiers—Humanistic Education, *Humanistic Psychology

Compiled in this creative newsletter, among other items, are philosophies, viewpoints, activities, teaching approaches, and resources on humanistic psychology, a philosophy which emphasizes the individual's uniqueness. The lead article briefly defines and provides a rationale for humanistic psychology. Announced in the second article is an education network, the purpose of which is to promote communication among teachers in order to provide information and support in matters related to innovative teaching and theories of humanistic education. Also included on the topic of humanistic psychology are: 1) announcements of forthcoming meetings and conferences; 2) "What's Next" comments on techniques and problems of education and describes resources, emphasizing higher education and educational reform; 3) a letter from a reader; 4) an editorial; 5) a listing of job openings and employment wanted in the area of humanistic psychology; and 6) regional group news. (SJM)

**ED 068 406** SO 004 635

*Viederman, Stephen*

**Population Education in the Schools: Status and Needs. A Working Paper for the Ford Foundation.**

Pub Date May 72

Note—37p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Demography, Educational Needs, Educational Objectives, Geographic Distribution, *Overpopulation, Population Distribution, *Population Education, Population Growth, Population Trends, Social Change, Social Problems, *World Problems

This working paper is an overview of the status of population education in early 1972. It is defined as a program which provides for a study of the population situation of the family, community, nation and world, with the purpose of developing in the students rational and responsible attitudes and behavior toward that situation. It is independent of sex education, family life education, and environmental education; related in the sense that each developed as a result of social change and social needs. The approach and attitudes to population education has a recent history, but the real concern in some nations has provided the impetus to develop various programs. An examination of programs in several countries shows difficulties encountered and reveals varied approaches. National attitudes and support, non-flexible and established educational programs, out-of-school influences (as from religious groups), medical programs, and educators all have had effects on a given nation's efforts, both negative and positive. Integration into existing curriculum is a common approach, with educators being charged with the responsibility. An international approach through an agency such as UNESCO could provide unifying aspects among countries and eliminate duplication of effort. Proper population education should enable each student to make an individual and responsible decision regarding family planning. (Author/JMB)

**ED 068 407** SO 004 661

*Norris, Eleanor L. And Others*

**National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community.**

Education Commission of the States, Denver, Colo.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date May 72

Note—267p.

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—*Academic Achievement, Achievement Rating, Adults, Behavioral Objectives, *Citizenship, Civic Belief, Community Characteristics, *Educational Accountability, *Educational Objectives, Elementary School Students, High School Students, Measurement Goals, Measurement Instruments, *National Surveys, Parental Background, Political Socialization, Racial Differences, Social Studies, Socioeconomic Influences

Identifiers—*National Assessment of Educational Progress

The objective of this report, the third in a series, is to compare and assess the citizenship achievement of four age groups by educational level of the parent, color of the respondent, and type of community. Previous citizenship assessment reports are described in ED 049 111, ED 049 112, ED 049 113, and SO 002 917. Citizenship exercises incorporating forty objectives grouped into nine major citizenship goals were administered to respondents who indicated level of parent education. The color of each respondent was noted by the exercise administrator. Earlier National Assessment reports gave results for four sizes of community. A problem which occurs in interpreting results, the fact that characteristics such as color, type of community, and parental education are highly related in the population sampled, was offset in this study by the use of balancing methodology. Findings for all ages combined show that, in general, respondents from educationally advantaged homes and affluent communities achieve substantially more than those from less advantaged settings. More specifically, findings show that: respondents whose parents had education beyond high school succeeded about 12% more often; those from affluent suburban neighborhoods succeeded about 11% over inner city areas, and over rural areas about 9% more often; and Non-Blacks succeeded about 11% more often than Blacks on the Citizenship exercises. Five appendices are included. (Author/SJM)

**ED 068 408** SO 004 663

*Oppenheim, A. N.*

**Attitudes in Civic Education in Several Countries: Development of Cross-National Scales.**

International Association for the Evaluation of Educational Achievement, Hamburg (West Germany).

Pub Date May 70

Note—41p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Affective Tests, Citizen Role, *Citizenship, Citizenship Responsibility, Civic Belief, *Civics, Cognitive Measurement, Comparative Testing, Elementary Grades, Evaluation, Measurement Techniques, *Political Socialization, Public Affairs Education, Social Influences, Student Attitudes

This paper covers the processes of developing an assessment tool to evaluate children's achievement in Civic Education throughout the world. Problems established prior to the study included: 1) uncertainty about a "common core"; 2) the need for special attitude measures as well as knowledge tests; 3) strong out-of-school influences on a child's political socialization; and 4) terminology with political overtones creating difficulties in conceptualization. The development of measures of both the cognitive and the affective domain followed similar stages: A detailed conceptual framework was drawn up, based on content analysis of country documents and pilot interviews; a variety of instruments were designed using different questioning techniques; and the sets of questionnaires were tried, tested, and revised through pilot stages. One major finding showed that political awareness and perception of community develop only gradually in children. Greater unity than expected was revealed among countries toward attitudes and values. Steps of development are discussed, problems with questioning techniques and solutions are examined, and many sets of questions are included to illustrate how final measuring techniques were created. As the result of pre-testing and analysis, a shortened and improved set of questionnaires was finalized for the evaluation set for 1970. (JMB)

**ED 068 409** SO 004 664

**Classification of Educational Systems: Netherlands, Sweden, Turkey.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 72

Note—112p.

Available from—O.E.C.D. Publications, 2 rue Andre-Pascal, Paris-16e, France ($2.75)

**Document Not Available from EDRS.**

Descriptors—Classification, Comparative Analysis, *Comparative Education, Education, *Foreign Countries, Schools, Statistical Data

Identifiers—*Educational Systems, Netherlands, Sweden, Turkey

The present volume is one of a series intended to provide a comparative view of the education systems of member countries of the Organisation for Economic Cooperation and Development (OECD). Published in response to a need for a conversion key so that national data could be readily converted on the basis of a standardized system, its purpose is to assist OECD member countries in the development of their educational statistics and to provide a basis for the collection of internationally comparable statistics. The types of education and institutions in each country were listed, and explanatory information was compiled. The evaluation criteria included length of studies, admission requirements, qualifications conferred and the possibility of transfer to other types of education, organization of studies on a full-time or part-time basis, and any other information of possible interest. Each type of education or institution has been reclassified under the OECD system, both from the standpoint of standardized designation and in terms of its position on the educational ladder by year of study. This volume deals only with three member countries, the Netherlands, Sweden, and Turkey. A short bibliography following each country gives sources of information regarding the educational institutions. A related document (SO 004 443) focuses on Finland, Germany, and Japan. (JMB)

**ED 068 410** 24 SO 004 667

*Harris, Margaret L. And Others*

**An Analysis of Content and Task Dimensions of Social Studies Items Designed to Measure Level of Concept Attainment.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR 194

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—44p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Cognitive Measurement, Cognitive Processes, *Concept Formation, Content Analysis, Educational Research, Elementary School Students, *Evaluation, Factor Analysis, Intermediate Grades, Learning Processes, *Measurement Techniques, Models, *Performance Criteria, *Social Studies, Statistical Analysis, Task Performance, Test Construction

Content and task dimensions of social studies items were studied using factor analytic techniques. These items were developed to measure concept attainment using a completely crossed design with 30 concepts and 12 tasks. Conventional factor analyses were performed, separately for boys and girls, for concept scores and for task scores. Three-mode factor analyses were performed. The main conclusions drawn from the results of the conventional factor analyses are that all 30 of the concepts are measures of a single functional relationship existing among the concepts and that all 12 tasks are

measures of a single underlying ability or latent trait. The three-mode results indicate that there are no important concept-task interactions for the idealized persons; thus it is reasonable to regard the concepts and the tasks as being two independent modes. (Author)

**ED 068 411** SO 004 688

*Fraser, Stewart E. Hsu, Kuang-liang*

**Chinese Education and Society: A Bibliographic Guide. The Cultural Revolution and its Aftermath.**

Pub Date 72

Note—204p.

Available from—International Arts and Sciences Press, Inc., 901 North Broadway, White Plains, New York 10603

**Document Not Available from EDRS.**

Descriptors—*Annotated Bibliographies, *Chinese Culture, *Comparative Education, Educational Change, Educational Policy, Elementary Education, Higher Education, Reference Books, Secondary Education, Social Change, Teacher Education

Identifiers—*Chinese Education

Annotated citations of articles from Chinese journals, newspapers, and collections of articles published in book form, dating from 1966 to 1971, are included in this bibliography, which provides references to significant Chinese studies. Although the materials are derived from English and Chinese language sources, as well as from Japanese, Franch, German and Italian publications, the majority of references are available in English-language publications. Works are included on bibliography, reference, documentation, general survey and background, and Proletarian Cultural Revolution, elementary, secondary, higher, and teacher education, agricultural and rural education, student affairs, international relations in education, ideology and education, educational development, and Mao Tsetung's educational thought. Author entries are arranged alphabetically within each section. Cross-references are provided. (SJM)

**ED 068 412** SO 004 689

**Social Studies and the Volunteer. First Draft.**

Oklahoma City Public School System, Okla.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—49p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Critical Thinking, Discovery Processes, Elementary Education, Group Dynamics, *Paraprofessional School Personnel, Resource Materials, Secondary Education, *Skill Development, *Social Studies, *Teacher Aides, Teaching Guides, *Volunteers

Five units, designed as tools and guides for volunteers assisting students and teachers in skill development, are presented in this manual focusing on "instructional re-enforcement" within the social studies classroom. Unit I presents ideas for developing group dynamic skills in an inquiry centered classroom, lists suggestions for discussion group leaders, and includes two 9th grade history lesson plans on discovery process. Ways in which a teacher aide can assist the teacher and students in a classroom situation, locating, gathering, organizing, and evaluating information on a social studies topic, are identified and developed in Unit II which focuses on reference skills. Student materials on evaluating sources of information are incorporated into this unit. Unit III suggests learning activities with which the volunteer may aid students in developing critical thinking skills. Organizing information is dealt with in Unit IV. The use of the paraprofessional as a research assistant is touched upon in Unit V. (SJM)

**ED 068 413** SO 004 690

*Bruner, Karen, Comp. And Others*

**International Education Resources. A Summary of OE-Funded Research Projects and Reports Available through the Educational Research Information Center 1956-71.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No—DHEW-OE-72-195

Pub Date [71]

Note—494p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (HE5.214:14173, $3.50)

**EDRS Price MF-$0.65 HC-$16.45**

Descriptors—*Abstracts, *Annotated Bibliographies, *Area Studies, Comparative Education, Educational Research, Elementary Education, Foreign Students, Higher Education, *International Education, Preschool Education, Research Projects, *Research Reviews (Publications), Resource Guides, Secondary Education, Social Studies, Teacher Education

Identifiers—*International Studies

Four hundred and fifty ERIC abstracts of Office of Education sponsored studies, surveys, curriculum development efforts, bibliographies, and other kinds of activities dating from 1956 through 1971 and related to international education are compiled in this publication in an attempt to share a broad range of experiences and resources. Excluded are NDEA Title VI, section 602 programs, for which a recent edition will soon be available. The purpose is to: 1) introduce educators to programs and activities; 2) to provide material useful for present work; 3) to locate resources and resource people; 4) to stimulate further developments by exposure to various approaches; 5) to identify gaps and research needs; 6) to prevent unnecessary duplication in curriculum development and research studies; and 7) to provide a comprehensive tool for a search of international materials. The publication is divided into two major parts. Part 1 is arranged by subject headings: Foreign Area Studies (organized by level), Educational Systems, Education in Social and Economic Development, Foreign Students, and Bibliographies and Directories. Included are consecutively numbered entries and full bibliographic information. Part 2 is a bibliographic cross reference by geographic area. (Author/SJM)

**ED 068 414** SO 004 807

**International Education Year 1970. Educating for Development.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—15p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Developed Nations, *Developing Nations, *Economic Development, Economic Factors, *Educational Objectives, *Educational Sociology, Employment Patterns, Labor Economics, Manpower Needs, Manpower Utilization, Relevance (Education)

The essential nature of the relationship between patterns of education and development implies a causal connection between education and unemployment. Potentials for improvement of employment opportunities and participation in economic growth, together with potentials for improvement of the relevance of education and training to development, are examined. Several aspects of economic planning and institutional arrangements should be scrutinized if progress is to be made in improving the articulation from school to work. Today's society, with its lack of synchronization among economic progress, educational aspirations, intra-education objectives, world-of-work needs, employment opportunities, and financial resources available to education, poses the need for new appraisals and new solutions to link education to development and development to education. Educators must create and staff a strong capability for self-examination, for research and development, for appropriate innovation, and for implementation of innovations which demonstrate a utility in meeting education's imperatives. (Author/SHM)

**ED 068 415** SO 004 808

**International Education Year 1970. Reflections on Democratization of Secondary and Higher Education.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—24p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Comparative Education, Developed Nations, *Developing Nations, Economic Factors, Educational Accountability, Educational Change, *Educational Development, *Educational Objectives, Educational Opportunities, Educational Responsibility, Enrollment Trends, *Equal Education, Higher Education, School Community Relationship, Secondary Grades, Student Centered Curriculum

Identifiers—*Educational Systems

The International Education Year objective to promote a period of reflection, experimentation and reform in the thought and practice of education is met in this commentary on democratization of secondary and higher education. An analysis of the myths and realities of equal educational opportunity precedes discussion of the kinds of redirection necessary for educational systems today. (Author/SHM)

**ED 068 416** SO 004 810

*Fox, Robert S. And Others*

**Pupil-Teacher Adjustment and Mutual Adaptation in Creating Classroom Learning Environments. Final Report.**

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Cooperative Research Project 1167

Pub Date 64

Note—164p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Academic Performance, *Behavioral Science Research, *Classroom Environment, Classroom Research, *Educational Environment, Elementary Grades, Group Relations, Human Development, Interpersonal Relationship, Learning, Parent Attitudes, Peer Relationship, Power Structure, Secondary Grades, Social Influences, *Social Psychology, Sociometric Techniques, Student Attitudes, Student Motivation, Student Teacher Relationship, Teacher Attitudes

This investigation is directed toward an analysis of the dynamics of the learning situations in a variety of public school elementary and secondary classrooms. The focus of the project is to make a comparative analysis of the patterns of cooperation or alienation among parents, teachers, peers and individual pupils which create learning cultures of differing productivity. Questionnaires and group interviews with teachers and pupils and classroom observation provide the data for evaluation. Investigation and analysis is made in the following areas: the determinants and effects of a pupil's perception of his parents' attitudes toward school; the relationships of peer liking patterns in the classroom to pupil attitudes and performance; the relationship of teacher attitudes to pupil attitudes and performance; the relative impact of parent, peer, and teacher factors on pupil performance; and the determinants and effects of teacher-pupil compatibility patterns. An appendix contains the sociometric questions used in the collection of data. This document was previously submitted as ED 001 230. (Several pages may be light.) (Author/SHM)

**ED 068 417** SO 004 871

*Fox, Robert S.*

**An Examination of Support Systems in Selected Follow-Through Schools.**

National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 71

Grant—OEG-0-9-526610-4632(100)

Note—313p.

**EDRS Price MF-$0.65 HC-$13.16**

Descriptors—Cooperative Planning, Economically Disadvantaged, Educational Programs, Educational Research, Educational Sociology, Elementary Grades, Interviews, Manuals, *Parent Participation, *Program Evaluation, Projects, School Community Relationship, *School Support, Staff Role, *Systems Analysis, *Training Techniques, Volunteer Training

Identifiers—*Project Follow-Through, Support Systems

A study of the effectiveness of various support systems of program models in Follow-Through schools examines those characteristics of a support system that strengthen or weaken the program's potential for success. Exploration of the nature of support system variables in a sample of schools is accomplished through group interview techniques for data-gathering. Researchers create a procedure for diagnosing some of the problems with regard to the manner in which these variables are managed and identify or create a set of training activities and designs which have potential value in strengthening support systems in Follow Through programs. These training ideas are organized into a resource manual for further field

testing by the participating schools. (Author/SHM)

**ED 068 418** SO 004 872
**Tentative Plans for a Suggested Revision for Social Studies, Division I.**
Saskatchewan Dept. of Education, Regina.
Pub Date 70
Note—104p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Annotated Bibliographies, Concept Teaching, *Curriculum Development, Curriculum Guides, Discovery Learning, Inquiry Training, Learning Activities, Multimedia Instruction, Primary Grades, Program Descriptions, Resource Guides, Skill Development, *Social Studies
Identifiers—Canada
Impetus for curriculum change in the field of social studies stems from the increasing momentum of social change, together with new developments in the social sciences and new discoveries in learning theory. Principles which characterize the suggested program modifications include focus on concept formation, a multidisciplinary approach to learning, sequential skill development, inquiry-discovery orientation, and a multimedia approach to learning materials. A Curriculum design for Grades 1, 2, and 3 outlines a series of unit topics and several content areas to be sampled. The unit topics are presented in the form of basic questions related to the various social science disciplines, and topic words which are suggestive of the ideas or concepts to be developed are included under each unit heading. Lists of developmental activities serve as examples of activities which are thought capable of achieving a wide range of goals in social studies. The bibliography of print and audiovisual materials which follows each year level includes a suggested order of preference for purchase and a key to publishers and producers/distributors. (Author/SHM)

**ED 068 419** SO 004 881
*Tucker, Jan L.*
**Emerging Paradigms: A Problem of Choice for Social Studies Educators.**
Pub Date 72
Note—27p.; Paper prepared for Conference, "Aspects of the New Social Studies: Some Theoretical Perspectives," Michigan State University, May 18, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Curriculum Design, Curriculum Development, Curriculum Evaluation, Decision Making, Educational Theories, Models, *Social Studies, Teaching Methods, Theories
Construction of an idealized decision-making model discloses four major curriculum and instruction perspectives within the rubric of the new social studies. The matrix is based upon the decision contexts of content and process and is designed to help differentiate between varying intellectual positions, techniques, and strategies. Patterns of instruction which emerge are labeled: I) scientific, discipline-centered; II) humanistic, discipline-centered; III) scientific, problem-centered; and IV) humanistic, problem-centered. Each paradigm offers a basic curriculum and instruction option to teachers, and each competes with the others for professional recognition and acceptance. Explanatory notes include bibliographic citations and related references. (Author/SHM)

**ED 068 420** SO 004 882
**People and Politics. Senior Division.**
Ontario Dept. of Education, Toronto.
Pub Date 72
Note—16p.
Available from—Ontario Department of Education, Publications Department, Mowat Block, Queens Park, Toronto, 182, Canada
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Annotated Bibliographies, Course Organization, *Curriculum Development, Curriculum Guides, *Political Science, Resource Guides, Secondary Grades, Social Problems, *Social Studies, Teaching Guides, World Affairs
A rationale within which courses in political studies for secondary credit may be designed is based upon objectives which would contribute to the growth of the individual student, enriching his understandings of himself and of his world. Guidelines for the development of courses appropriate to the needs, interests, and abilities of the students detail the guidance and planning responsibilities of the teacher. Description of one approach to building a unit provides a model which includes clarification of course objectives, suggested motivational activities, possibilities for exploration of the topic in both the cognitive and affective domains, and direction toward culminating activities and evaluation. Examples of eighteen units encompass specific proposals for the study of people and politics. A bibliography of resource materials and related references designed to aid in development of courses is included. (Author/SHM)

**ED 068 421** SO 004 883
**Colorado Interim Master Plan for Environmental Education.**
Center for Research and Education, Estes Park, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Grant—OEG-0-71-4579
Note—54p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Demonstration Projects, *Educational Needs, *Educational Planning, *Environmental Education, Environmental Influences, Master Plans
Identifiers—Colorado, *Needs Assessment
The Environmental Education Master Plan cites eleven education needs in Colorado, general goals for meeting these needs, and specific recommendations for achieving these goals. Participants in the planning project represent a broad cross-section of interests, backgrounds, ages and geographic locations. Identification of local, regional and State-wide environmental problems, the role of both formal and informal education in helping to solve these problems, and local and State-wide resources that could be available for environmental education purposes is made in an attempt to provide guidance and coordination for a comprehensive environmental education effort. Appendixes include a Needs Assessment Questionnaire, sent to a selected sample of Colorado citizens, with a statistical analysis of responses given and a statement of goals from the final report of the Colorado Environmental Commission, March 1972. (Author/SHM)

**ED 068 422** SO 004 885
**Teaching the Age of the City: The Gilded Age and After (1865-1914). A Guide for Seventh Grade Social Studies.**
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 68
Note—125p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Case Studies, *City Problems, Concept Teaching, Curriculum Guides, Grade 7, Inductive Methods, Junior High Schools, Resource Materials, Social Change, Social Studies, *United States History, *Urban Areas, Urban Culture, *Urbanization, *Urban Studies
Resource materials which lead to concept understandings of social change in New York City are presented in this seventh grade curriculum guide. By focusing on historical and social conditions, problems, and values in an objective manner, it is hoped that students learn through an inductive approach how to better deal with today's urbanization problems. Students employ tools of the historian and the social scientist, analyzing a city case study. A model of New York City is provided in which understandings of the urbanization process can be obtained by students and applied to other urban areas. Contents include chapters on the use of the guide, a city model, a case study of a New York City neighborhood comprised of differing families, and understandings and suggestions for the use of reference materials. Over half of the volume deals with statements and source materials on understandings, including questions and references. An annotated bibliography concludes this guide and is separated into teacher, reference, and student use sections. (SJM)

**ED 068 423** SO 004 886
*Singleton, John*
**Contributions of Anthropology to Basic Research in Education. I. Some Implications of Defining Education as Cultural Transmission. II. Anthropological Strategies for Educational Research.**
Pub Date 29 Dec 71
Note—20p.; Paper presented at the Annual Meeting, American Association for the Advancement of Science (Philadelphia, Pennsylvania, December 29, 1971)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Anthropology, Bibliographies, *Educational Research, *Ethnology, Social Sciences
Identifiers—*Educational Anthropology
Anthropological suggestions for educational research are contrasted with the psychological and sociological approaches to the study of education. The statement of problems in educational research when education is defined as cultural transmission implies equal interest in all parties involved in educational systems and transactions, as well as in the social context within which learning takes place. In research anthropologists move beyond interests in the cognitive and affective domains of childhood experience and include the study of patterns of cultural transmission. The strategies of ethnography and ethnology are basic to anthropological research, which is described as both experimental and holistic. Several studies related to educational systems are cited as making significant contributions to our understanding of educational systems and processes, and a bibliography is included. (Author/SHM)

**ED 068 424** SO 004 887
*Hoopes, Davis S., Ed.*
**Readings in Intercultural Communication, Volume II.**
Pittsburgh Univ., Pa. Regional Council for International Education.
Pub Date Jun 72
Note—192p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*College Programs, Communication Skills, Cross Cultural Studies, *Cross Cultural Training, *Cultural Awareness, *Culture Conflict, Culture Contact, Foreign Culture, Foreign Students, *Intercultural Programs, Intergroup Education, International Education, Program Descriptions, Workshops
Identifiers—*Intercultural Communication
The second volume contains five articles on the theory of culture conflict, four perspectives on intercultural communications workshop programs, and seventeen syllabi courses on or related to intercultural communications in higher education. This volume attempts to bring about a more worldly perspective in universities and in the nation itself. The articles on theory deal primarily with culture shock in relation to problems of adjustment in a new cultural environment, cross cultural learning experiences, learning processes in an intercultural setting, difficulties in interpersonal communication, and informant-interaction training in the foreign language classroom. Practical exercises, ideas, and resources are given for those concerned with developing college cultural sensitivity programs in the second part of the publication. The last section outlines existing intercultural communication college programs dealing with problems and processes of culture change due to culture contacts and thereby describes ways in which to help students develop intercultural communication skills. Also listed in the program descriptions are student activities, texts, and supplemental bibliographies. (SJM)

**ED 068 425** SO 004 890
*Markley, O. W. And Others*
**Contemporary Societal Problems.**
Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.; National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-7-1013
Pub Date Jun 71
Contract—OEC-1-7-071013-4274
Note—112p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Annotated Bibliographies, Budgeting, Ecological Factors, Environmental Research, Foundation Programs, National Programs, Objectives, Problem Solving, Research Projects, *Resource Allocations, Social Change, Social Environment, *Social Problems
Identifiers—Corporate Involvement, Ecosystems, *Futurology
This study is designed to discover crucial societal problem areas in which the application of foundation resources might be beneficial. A

resource allocation analysis technique yields information which is useful in general evaluation procedures. Development of a problem analysis technique interrelates apparent societal trends and changes in the human ecosystem with the various problems of society. Both approaches begin with attempts to list all relevant societal concerns. Several lists of sets of important problems represent the judgements of a wide variety of informed observers on specific problems that should be given increased attention and resources. A selected annotated bibliography is included. (Author/SHM)

**ED 068 426** SO 004 892

*Davis, Daniel F.*

**The Dynamics of Modernization, A Study in Comparative History by C. E. Black: Some Suggestions for Classroom Use. Service Center Papers on Asian Studies Number 2.**

Ohio State Univ., Columbus. Service Center for Teachers of Asian Studies.

Pub Date 72

Note—11p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Asian History, *Comparative Analysis, Cross Cultural Studies, *Developing Nations, *History Instruction, Models, *Modern History, Non Western Civilization, Secondary Education

Identifiers—*Asian Studies, China, Japan

A model is used to provide a framework for secondary teachers of intercultural studies who wish to compare and contrast developing nations and, further, to identify characteristics of the nature of the society to determine the nations' modernity. Although C. E. Black's model is general, i.e. it applies to all countries, the author applies this model specifically to the countries of China and Japan. Black examines a society's entrance into a modern era by using categories of intellectual, political, economics, social, and psychological revolutions. Students can not only adapt this system of comparison, but can go further and investigate the leadership of a modernizing society, analyzing the thrust of such impact through examination of four steps: the challenge of modernity, the consolidation of modernizing leadership, economic and social transformation, and the integration of society. A brief description of Black's seven patterns of modernization conclude the paper. (SJM)

**ED 068 427** SO 004 893

*Hantula, James N.*

**Introducing Asian Studies in Elementary Education: China and India. Service Center Papers on Asian Studies Number 3.**

Ohio State Univ., Columbus. Service Center for Teachers of Asian Studies.

Pub Date 72

Note—55p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Activity Units, Affective Objectives, *Area Studies, Asian History, *Chinese Culture, Cognitive Objectives, *Cross Cultural Studies, *Cultural Awareness, Elementary Education, Indians, Non Western Civilization, Social Studies, *Social Studies Units, Teaching Guides, Teaching Methods

Identifiers—*Asian Studies, China, India

Two possible approaches for teaching Asian studies at the elementary level are provided in this teaching guide. Focus is upon presenting selected, crucial aspects of Indian and Chinese culture to students who then compare cultural differences and likenesses. Cognitive and affective objectives are incorporated into the curriculum and, moreover, a paradigm for measuring cognitive and emphatic understanding of significant elements of Chinese and Indian cultures provides the teacher with an index of the degree of success or failure of this approach. The unit on China employs case studies of Chinese communities through which students study the physical setting, real life, and the ideal life of a Chinese community. Students are introduced to the rural and urban subcontinent in the unit on India by planning a vicarious trip to India in which each student begins to investigate what he takes along the trip as an insight into his own culture. Each unit suggests appropriate concepts to be developed, an outline of content, and a variety of instructional activities. A bibliography is included describing available, multi media materials on China, India, and Asia. (SJM)

**ED 068 428** SO 004 898

*Colletta, Nat J.*

**Bibliographies in Non-Formal Education. Number 1: Non-Formal Education in Anthropological Perspective.**

Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date May 71

Note—31p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Annotated Bibliographies, *Anthropology, Case Studies, *Comparative Education, *Cross Cultural Studies, *Foundations of Education, Learning Processes, Social Sciences

Identifiers—Educational Anthropology, *Informal Education

One hundred and twenty citations of books, periodicals, and government documents dating from 1913 to 1969 are included in this annotated bibliography of selected anthropological materials related to the influence of culture on the learning process. The bibliography is designed to assist those venturing into the area of "non-formal" education to explore the basic tenets of learning and teaching that have existed in the fabric of many cultures since ancient times. The sources are separated into three broad areas, but many of the references range in content across all three categories. Section A lists general works which treat education from an anthropological view. Section B encompasses a number of case studies of the educational processes in divergent cultural systems. Section C suggests and examines some of the culturally significant variables such as language, world-view, and modes of social control in the learning-teaching phenomenon. Within each section, alphabetically arranged author entries contain complete bibliographic information. (Author/SJM)

**ED 068 429** SO 004 899

*McIndoe, Sara S.*

**Chinese-Russian Study Center. Bibliography of Materials (with Supplement Number 1).**

Toledo Public Schools, Ohio. Chinese-Russian Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [69]

Note—97p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Asian History, Audiovisual Aids, *Bibliographies, Chinese, Communism, Educational Practice, European History, Fine Arts, Folk Culture, Foreign Relations, History, Literature, *Non Western Civilization, Philosophy, Religion, Russian, *Social Systems

Identifiers—China, *Eurasia, India, Japan, Russia

The major bibliographic emphasis in this work is on Russia and China, although some of the sub-headings and entries also focus on India and Japan. Entries are listed under the following categories: 1) Bibliographies; 2) Art, Music, Theater, and Dance; 3) Civilization; 4) Communism, Marxism, and Socialism; 5) Customs and Folklore; 6) Economy and Law; 7) Education; 8) History; 9) International Relations; 10) Languages; 11) Literature; 12) Philosophy and related subjects; 13) Political Science; 14) Religion; 15) Science (pure and applied); 16) Social Sciences; 17) Biography; 18) Fiction; 19) Journals and Periodicals; and 20) Audio-Visual Materials, which is included as a separate supplement. All entries list: author, title, publisher, place and date of publication. None of the entries are annotated. Most of the items included date from the 1950's and 60's, with a sprinkling of older items. (Several pages may be light.) (FDI)

**ED 068 430** SO 004 960

**Culturally Yours From Africa to the Americas. A Resource Unit for the Study of Black History.**

Catholic Board of Education, Diocese of Cleveland, Ohio.

Pub Date 72

Note—47p.

Available from—Catholic Board of Education, Diocese of Cleveland, 5103 Superior Avenue, Cleveland, Ohio 44103 ($2.00)

**EDRS Price MF-$0.65 HC Not Available from EDRS.**

Descriptors—Activity Units, *African American Studies, *African Culture, African History, Critical Thinking, Ethnic Studies, Interdisciplinary Approach, Negro Culture, *Negro History, Resource Guides, Secondary Grades, *Social Studies Units, Teaching Guides, *United States History

A framework of the historical development of African Americans is provided in these social studies units designed for secondary students. The purpose of the guide is to assist teachers in presenting an unbiased view of American history which includes the rich cultural heritage of Africa, thereby giving students an understanding of the significance of black history, of minority groups as a vital, contributing component of a pluralistic society, and of the principles of a democratic society. It is hoped that students not only will gain insight into historical and sociological background but also will understand minority group problems and frustrations. An interdisciplinary approach is emphasized and critical thinking skills stressed in the units, along with the learning activities provided. Eight units intended to be integrated into a United States history course may be taught as a semester course, or each unit may be taught independently. The scope of the units is broad, extending from the early West African States during the Pre-Christian era up to present day history in the final unit. Each unit includes an outline of generalizations to be developed, instructional objectives, subject matter, learning activities, and resource materials. A recommended list of audio-visual materials is included. (SJM)

**ED 068 431** SO 004 997

*Ackermann, Jean Marie*

**Films of a Changing World: A Critical International Guide.**

Society for International Development, Washington, D. C.

Pub Date 72

Note—106p.

Available from—Society for International Development, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 ($4.00; Quantity Discounts)

**Document Not Available from EDRS.**

Descriptors—Comparative Education, *Cultural Awareness, Cultural Background, *Developing Nations, Documentaries, Economic Development, Films, Foreign Culture, *Instructional Films, *International Education, *Social Studies, Technological Advancement

The films reviewed in this book focus on the theme, the developing nation. These films compare cultures, praise" technical advancement" projects, record research, tell stories exemplifying cultural heritage, and paint murals depicting the cultural and technological development of these countries. Some of the films were produced by the developing nations themselves, while others were produced outside for distribution within the developing cultures. The films vary greatly in the areas of quality and candor, and few achieve excellence and objectivity. However, the films were selected for their usefulness in training, orientation, or public persuasion rather than for esthetic form and content. One of the major intentions of this collection of reviews is to stimulate the international exchange of these types of films and to initiate a working model for listing and reviewing such films. An alphabetical index and a geographical index follow the reviews, along with an appendix listing films and other media. (FDI)

**ED 068 432** SO 005 000

**Bibliography: A. H. Maslow.**

Brandeis Univ., Waltham, Mass.

Pub Date Sep 72

Note—16p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Behavioral Sciences, *Bibliographies, Psychological Needs, *Psychology, *Self Actualization, Values

Identifiers—Humanistic Psychology, *Maslow (Abraham)

One hundred and forth-eight journal and book citations of Maslow's publications dating from 1932 to 1970 are included in this bibliography. The chronological approach used gives the reader insight into the development of Maslow's self actualization theory and, further, into humanistic psychology. Entries which give complete bibliographic information are arranged alphabetically by title in each section. The sections are organized by date of publication. Citations are also given for three works projected for publication in late 1973. (SJM)

**ED 068 433** SO 005 070
*Henderson, Jerry W.*
**Eye for an Eye, A Survey History of Law, Social Studies: 6448.06.**
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—42p.; An Authorized Course of Instruction for the Quinmester Program
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Activity Units, Behavioral Objectives, Civics, Court Litigation, Courts, Curriculum Guides, Grade 10, Grade 11, Grade 12, High Schools, Interdisciplinary Approach, Law Enforcement, *Law Instruction, Laws, Legal Problems, Legal Responsibility, *Political Science, *Social Studies Units
Identifiers—Florida, *Quinmester Program, Social Justice
This guide is one of a series in the Quinmester Program to aid high school teachers in planning instructional programs concerning the origins and evolution of our system of law. The purpose of this course of study is to help students understand the rights and responsibilities of citizens under the law; to motivate them to make judgments upon the evolutionary nature of law; and to recognize the importance of equal justice. The first section of this course study aid provides descriptive and goal-oriented information for the teacher. In the second part, the content outline illustrates the scope and major subdivisions of the course. Part three focuses on the objectives and learning activities that are used in order to provide a total picture of the concept and specific behavioral objectives for a set of given learning activities. The last section lists materials and resources in four categories: essential textual material; alternate classroom materials to be used in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. (Several pages may be illegible.) (FDI)

**ED 068 434** SO 005 150
*Denys, Larry*
**Beyond Progress and Development.**
Pub Date [72]
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Developed Nations, Developing Nations, Ecological Factors, Humanism, *Social Problems, Values, World Affairs, *World Problems
Identifiers—*Futuristics
The paper discusses a need for perceiving and discussing the future of the world not in the traditional way of projecting future trends from present events but, rather, from the point of view of creating a new future by discussing how things "ought to be." It is suggested that new behavioral goals of tomorrow which are not anthropocentrically based be established. The author refutes Horowitz's arguments of bringing Third World nations up to the same production and consumption levels as the nations of the First and Second Worlds and the position of others who offer that technology and education constitute a solution, since the crucial problem is survival. To meet this problem it is suggested that a design for cultural survival such as conceived by Skinner be created requiring design, investment, and a self discipline implying "the development of a technology of behavior which prescribes social contingencies that will create behaviors in line with the main cultural values." Neither an individual nor a nation has unlimited rights when survival of the world is at stake. Five large scale objectives, listed by The UNESCO Courier are given which should be implemented because of the pressing need for ecological sanity and survival. (Several pages may be light.) (SJM)

# SP

**ED 068 435** SP 005 575
*Keane, William G.*
**A Study in School Personnel Policy. Promotion From Within The District.**
Pub Date 68
Note—30p.
Available from—A. C. Croft, 1832 Franklin St., Santa Monica, Calif. 90404 ($3.95)
**Document Not Available from EDRS.**
Descriptors—*Administrative Personnel, *Faculty Promotion, *Leadership Training, *Personnel Policy, *School Personnel
This report examines the assertion that selections for promotion to administrative and supervisory position should be made from personnel within the district and that it is economically and educationally beneficial for school districts to carry on active programs to identify leadership potential. Few research findings are available to substantiate this assertation, but an examination of the literature on industrial management suggests that, in spite of the different structure of school organization, both kinds of institutions have many common purposes in supporting such a program. Some of the objections put forward include the difficulty of identifying the potentially good administrator, the relatively small number of administrative jobs available, and possible resentment on the part of other employees. Advantages would include the satisfaction of employee ambition, increased loyalty, more satisfactory placement of employees, and a reduction in recruitment costs. The problem of school-university relations in connection with administrative training programs is briefly noted. The document includes a reprint from Personnel Journal on Executive Development and a 32-item bibliography. (MBM)

**ED 068 436** SP 005 723
*Theimer, William C., Jr.*
**Utilization of Consultants in Inservice Training.**
Pub Date Apr 72
Note—18p.; Paper presented at the American Educational Research Assn., Chicago, Ill., April 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Consultants, *Consultation Programs, *Inservice Programs, *Inservice Teacher Education, Models, *Talent Utilization
The misuse of outside consultants by most school districts has led to a disenchantment with inservice training in general. By using careful planning and evaluation techniques, the problems which have been caused by the inappropriate use of consultants and the unreal expectations of local school district personnel can be avoided. The process model described delineates the following steps needed to overcome this problem: specification of goals by local school districts, planning with school personnel regarding expected outcomes and work required, careful outlines of activities by the outside consultants, and well-planned evaluations of teacher and consultant behaviors. (Author)

**ED 068 437** SP 005 750
*Johnson, C. E. And Others*
**Specifying Assumptions, Goals and Objectives for Competency Based Teacher Education Programs.**
Georgia Univ., Athens. Coll. of Education.
Pub Date 72
Note—151p.
Available from—UGA CBTEP Publications, 427 Aderhold Hall, University of Georgia, Athens, Ga. 30601 ($2.80)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—Educational Objectives, *Educational Programs, Educational Theories, *Models, *Performance Based Teacher Education, *Performance Criteria, *Performance Specifications, Teacher Education
Identifiers—University of Georgia
This proficiency module (PM), developed by the University of Georgia, is a self-instructional set of learning materials. It is designed to help persons in teacher education learn how to prepare a theoretical viewpoint to use in developing a competency-based teacher education program. The three segments of the module specify assumptions, goals and objectives for teacher education; provide a study guide for this PM; and provide a self-assessment guide for the PM. The first part serves as the sole source of content for this PM. Emphasis is placed on the need for theoretical foundations; the nature of assumptions, goals, and objectives; and the management system for specifying goals and objectives. The study guide for the PM presents a set of learning activities designed to help the learner acquire competencies in areas of the PM where he is deficient. The self-assessment guide for the PM presents a set of tests to help the learner know the extent of his competence in the performances this PM proposes to help him acquire. This information helps guide the learner in selecting learning activities. Answer sheets are provided to help the learner diagnose his level of performance and determine the areas in which he should concentrate his efforts. (MJM)

**ED 068 438** SP 005 781
*Hunt, David E. And Others*
**From Psychological Theory to Educational Practice: Implementation of a Matching Model.**
Pub Date Apr 72
Note—34p.; Paper presented at the American Educational Research Association Annual Meeting, Chicago, April 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Concept Formation, *Educational Environment, *Educational Practice, Educational Research, Models, Open Education, *Psychological Needs, *Psychological Studies
This paper considers criteria which affect the likelihood of a psychological idea being adopted in educational practice. Likelihood of implementation is considered in terms of how the psychological idea is evaluated on these criteria; objective validity, potential relevance, comprehensibility, feasibility, and how effectively it is translated to an educational perspective. The analytic system is illustrated by application to the implementation of the conceptual level, matching model (which states that the higher the student conceptual level, the less structure required in his educational environment) to the organization and allocation of resources in an open elementary school. An 11-item bibliography is included. (Author/MJM)

**ED 068 439** SP 005 891
**Man and His Environment.**
American Association for Health, Physical Education, and Recreation, Washington, D.C.; National Education Association, Washington, D.C. Association of Classroom Teachers.
Report No—NDT-1
Pub Date 70
Note—56p.
Available from—Publications-Sales Section, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036 (Single copy $1.25, discounts on quantity orders)
**EDRS Price MF-$0.65 HC Not Available from EDRS.**
Descriptors—*Educational Methods, *Environmental Education, *Interdisciplinary Approach, *Program Content, *Program Development
This booklet presents an interdisciplinary approach to environmental education. Part I concerns environmental study areas. Emphasis is placed on defining environmental study areas, site selection and program planning, and preparing to use the environmental study area. Part II presents instructional activities based on the "strand" approach. This approach consists of five strands or concepts of the environment: variety and similiarities, patterns, interaction and interdependence, continuity and change, evolution and adaptation. Instructional activities for each strand cover art, communications, mathematics, science, and social studies. Selected publications and films are included. (MJM)

**ED 068 440** SP 005 892
*Bright, George W. Carry, L. Ray*
**The Influence of Professional Reference Groups on Decisions of Preservice Teachers.**
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Decision Making, *Preservice Education, *Professional Personnel, Research Projects, *Teacher Educators, *Teacher Influence
This report studies the influence of professional reference groups on the decisions of teachers. The two professional groups were categorized as either mathematicians or educators in order to determine which group was more influential. Preservice secondary school mathematics teachers at the University of Texas at Austin were randomly assigned to experimental and control groups. Thirty-six hypothetical classroom teaching situations were written, each accompanied by three potential resolutions. For the subjects in the experimental groups, the labels "mathematicians" and "educators" were randomly assigned to different resolutions on each of 24 of the 36 situations. Responses from the control and experimental groups indicated that professional reference groups of mathematicians and educa-

tors influence the decisions of preservice secondary school mathematics teachers in projected classroom situations. The procedure was insensitive to any differential influence between the two reference groups. A five-item bibliography is included. (MJM)

**ED 068 441** SP 005 893
*Dalkey, Norman C. Rourke, Daniel L.*
**Experimental Assessment of Delphi Procedures with Group Value Judgments.**
Rand Corp., Santa Monica, Calif.
Spons Agency—Advanced Research Projects Agency, Washington, D. C.
Report No—R-612-ARPA
Pub Date Feb 71
Note—58p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cluster Analysis, *Educational Research, *Group Norms, *Higher Education, *Values

This report describes the results of an experiment assessing the appropriateness of Delphi procedures for formulating group value judgments. Two groups of subjects--upperclass and graduate students from UCLA--were asked to generate and rate value categories relating to higher education and the quality of life. The initial lists (300 and 250 items respectively) were aggregated by the experimental teams to 45 and 48 items respectively. The subjects then rated all possible pairs of these items with respect to their similarity. The average similarity ratings were analyzed by a clustering routine. Subjects from both groups made estimates of the relative contributions of each of the educational categories to each of the quality of life categories. The primary data analyses concerned the importance rating. Three aspects were examined: the quality of the distributions of the responses, the correlation between ratings by different groups and different rating techniques, and the amount of change and degree of convergence upon iteration with feedback. The experiment furnished support for the conclusion that Delphi procedures are appropriate for processing value material as well as factual material. The substantive data concerning higher education and individual life also indicated the possibility that current notions of the role of the university are somewhat loosely tied to the basic interests of the students. A 13-item bibliography is included. (Author/MJM)

**ED 068 442** SP 005 895
*Oldridge, O. A.*
**Overlander: A Study of Instructional Innovation Involving Beginning Teachers Attempting to Nongrade an Open-Area Elementary School.**
Educational Research Inst. of British Columbia, Vancouver.
Spons Agency—Educational Research Inst. of British Columbia, Vancouver.
Pub Date [72]
Note—47p.; Educational Research Institute of British Columbia, Report Number 9
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Beginning Teachers, Educational Innovation, Elementary Education, *Instructional Innovation, *Nongraded System, *Open Education, *Open Plan Schools, Program Descriptions

This report describes an instructional innovation program involving beginning teachers attempting to nongrade the Overlander Elementary School, British Columbia, Canada. Teacher training included weekly seminars, a weekend sensitivity experience, and a trip to California to observe schools operating under the nongraded system. The seminars centered around the ideas of nongrading, continuous progress, team-teaching, and open-area schools. Evaluation of the program involved student, parent, and staff response to questionnaires. Further evaluation was completed by two educators retained to provide a descriptive analysis of the school. Seven tentative conclusions are presented; further observations and conclusions will be made when the program is operating as completely as possible. Recommendations for further study are suggested. The appendix includes a building plan. (MJM)

**ED 068 443** SP 005 896
*Arneklev, Bruce L.*
**A Program to Assist Educational Personnel to Teach Students of Wide Variability in Regular Classrooms. Director's Annual Progress Report.**
Utah State Univ., Logan.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [72]
Grant—OEG-0-70-1896(725)
Note—112p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Classroom Environment, *Community Involvement, *Exceptional Child Education, Institutional Role, Instructional Materials, Program Descriptions, *Teacher Aides, *Teacher Education

This report describes results of the second year of a three-year extension of an Office of Education-funded program to prepare teachers and teacher aides to work with exceptional children in the regular classrooms. Emphasis was placed on three major areas: the training of teachers and aides, community involvement and institutional change, and the development of materials. Continued evaluation of progress of handicapped and more typical children at the laboratory school training setting indicated that their achievement and self-concept levels have been maintained or enhanced. Evaluation of trainee progress indicated that attitudes were improved and tendency to individualize increased, but that the use of attitudes and skills attained was largely contingent on the involvement and support of principals and superintendents where they were to be employed. Evaluation of impact on the community and institutions was couched in terms of activities that occurred partially because of project promotion. The progress report included 23 appendixes which contain details of program materials. (Related documents ED 043 598, ED 054 069.) (Author/MJM)

**ED 068 444** SP 005 898
**Redeployment of the School Staff to Expedite the Teaching-Learning Process in the Lower and Middle School. Title III Evaluation.**
Surry County Board of Education, Dobson, N.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-DPSC67-3650
Pub Date Jul 69
Grant—OEG-3-7-673650-4413
Note—44p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Curriculum Development, Educational Programs, Evaluation, Inservice Education, Learning Processes, *Nongraded Classes, *Nongraded Primary System, *Program Content, *Program Descriptions, *Program Evaluation, Teaching Procedures

Evaluation of this ESEA Title III project was based on four procedures: parent evaluation, student evaluation, teacher evaluation, and evaluation of a report by the visiting committee from the state department of public instruction. Two elementary schools in Surry County, North Carolina, have been operating under the Title III Grant since its inception. Prior to the opening of school in the fall of 1968, a one-week, in-service program was held for all teachers involved in the project. Teachers were assigned in teams of three or four with the service of an aide. The group was responsible for the total instruction of all children assigned to the team. Different methods of assigning students to groups were used, including years in school and achievement levels. Consultant assistance was used on a limited scale. The source of ideas came from teachers, principals, or supervisors. Both school projects are described in detail, including goals, organization, curriculum plans, grouping, materials, visitors, and evaluative reactions. (MJM)

**ED 068 445** SP 005 900
*O'Gorman, David E.*
**What Is A Teacher Education Center?**
Spons Agency—Martha Holden Jennings Foundation, Cleveland, Ohio.
Pub Date Mar 72
Note—8p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Innovation, *Field Experience Programs, Program Descriptions, *Student Experience, *Student Teaching, *Teacher Education, *Teacher Programs

The introductory portion of this report defines teacher education centers and briefly describes their developmental continuum. A synthesis of documents concerning student teaching and teacher education centers is followed by a list of features differentiating conventional programs, student teaching centers, and teacher education centers. Evaluation of center activities is incomplete; however, an abstract of a research document indicating that centers do make a difference is presented. An 11-item bibliography is included. (MJM)

**ED 068 446** SP 005 901
*Kroner, Francine B. O'Gorman, David E.*
**A Workshop Kit for Stimulating Involvement in the Development of Teacher Education Centers.**
Cleveland Commission on Higher Education, Ohio.
Spons Agency—Martha Holden Jennings Foundation, Cleveland, Ohio.
Pub Date Aug 72
Note—10p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Decision Making, *Decision Making Skills, *Guides, *Teacher Education, *Teacher Workshops

This paper describes a workshop kit developed for the Cleveland Commission on Higher Education which supplies materials supportive of a one to three-day workshop. The workshop is intended to stimulate school personnel to work together in planning a common teacher education center venture appropriate to a particular locale. Contents of the workshop kit described in this report include a coordinator's guide, slide tape presentations, and several simulation games which convey information about teacher education center alternatives and allow participants to refine their group decision-making skills. (MJM)

**ED 068 447** SP 005 902
**Basic Program Plan. Condensed Version.**
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 72
Contract—OEC-6-10-078
Note—265p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Educational Development, *Program Costs, *Program Descriptions, *Program Development, *Research and Development Centers

This condensed version of the Basic Program Plan for the Stanford Center for Research and Development in Teaching (SCDRT) outlines the proposed plans of substantive programs over the next several years (beginning December 1, 1972). Information on projected costs and the Center's institutional capabilities for administering, reviewing, and supporting the plans of the respective programs is provided. Summary information and program descriptions are provided for three programs: teaching effectiveness, the environment for teaching, and teaching students from low-income areas. Institutional descriptions covering organizational and operational questions, personnel, support services, relationships with other agencies and new directions are included. Appendixes include SCRDT material. (MJM)

**ED 068 448** SP 005 903
**Why Don't They Teach the Teachers to Teach?**
Miami Univ., Coral Gables, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—26p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Programs, *Program Descriptions, *Teacher Education, *Teacher Educator Education, *Teacher Educators, Trainers

The Trainers of Teacher Trainers (TTT) Program at the University of Miami is summarized in this booklet. Topics covered include strategies for change, project growth, 1970 strategies conference, participants-strategies conference, conference consultants and evaluators, information about the speakers, speech digest, directed observations, and reaching the community. The speech digest as well as sections covering the 1970 strategies conference, directed observations, and community were monographs or speeches developed by program members. (MJM)

**ED 068 449** SP 005 904
**Faculty Evaluation: A Rationale and A Plan.**
Houston Univ., Tex. Coll. of Education.
Pub Date [72]
Note—26p.; Documents I, II and III, (Draft)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, *Performance

Criteria, Personnel Evaluation, *Teacher Evaluation

This document is divided into three sections: a rationale and plan for faculty evaluation, professional data outline, and criterion for faculty evaluation. The first section develops a rationale for evaluation and indicates three levels of assessing performance: proficiency, competence and incompetence. The professional data outline indicates areas and methods of evaluation which determine the level of performance. These areas of evaluation include teaching, curriculum and instruction development, professional writings and speeches, research and development, and professional service. The third section indicates the criterion for faculty evaluation in each area according to the three performance levels. (MJM)

**ED 068 450** 24 SP 005 906

*Bass, Joel E.*

**The Development of An Inquiry Teaching Strategy and a Teachers Training Module for Elementary Science. Final Report.**

Sam Houston State Coll., Huntsville, Tex. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Research and Development.

Bureau No—BR-1-F-058

Pub Date Sep 72

Contract—OEC-6-71-0543(509)

Note—73p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Elementary Education, *Inquiry Training, Learning, *Questioning Techniques, Reactive Behavior, Research Projects, Science Education, Student Reaction, *Teacher Education, *Teaching Techniques

This project involved the development of a manual for science teachers to use in improving their use of selected inquiry teaching behaviors. The behaviors are asking observation questions, asking interpretation questions, acknowledging and reinforcing pupil responses, extending pupil responses, and probing pupil responses. The manual, Handbook on Questioning and Using Pupil Responses in Teaching Science, was evaluated and revised through field tests with elementary teacher education students who studied the manual and practiced the teacher behaviors in science lessons taught to elementary pupils. An analysis of covariance of the results of a test on classifying teacher behaviors administered in a pretest-posttest control group design indicated that the students who participated in the main field test improved significantly in their ability to identify the behaviors. Frequency counts of the use of the teacher behaviors were made for 12 subjects, all of whom taught the same topics on two separate occasions. Analysis of the data yielded a pattern in the group's average use of the behaviors in the two lessons. The pattern can be used in establishing performance standards for teacher trainees. A 24-item bibliography and appendixes with related materials are included. (Author/MJM)

**ED 068 451** SP 005 908

*Clark, Christopher M.*

**A Model Teacher Training System: Questioning, Explaining, and Listening Skills in Tutoring.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—RDM-96

Pub Date Oct 72

Contract—OEC-6-10-078

Note—16p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Inservice Education, *Listening Skills, Preservice Education, *Questioning Techniques, Research Projects, *Teacher Education, Teaching Techniques, *Tutorial Programs, *Workshops

This report describes a workshop combining training in questioning, explaining, and listening. When revised, the workshop will become part of the Model Teacher Training System being developed by the Stanford Center for Research and Development in Teaching. Questioning, explaining, and listening skills were presented in a workshop and were tried out in a tutoring laboratory (to be described in a subsequent report). The workshop is designed for general use with preservice and in-service teachers. Although the workshop functioned smoothly, a preliminary analysis of the tutoring laboratory study suggests that revision, particularly of the questioning skills segment, is required. An 18-item bibliography is included. (Author)

**ED 068 452** SP 005 911

*Murphy, Patricia D.*

**Teaching Strategies Exhibited by First-Year Teachers.**

North Dakota State Univ., Fargo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Research and Development.

Bureau No—BR-2-H-016

Pub Date Aug 72

Grant—OEG-8-72-0010(509)

Note—18p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Beginning Teachers, Effective Teaching, *Preservice Education, Research Projects, Teaching Experience, *Teaching Methods, *Teaching Techniques, *Training Objectives

This study determined if the effects of specific training in teaching strategies conducted as a part of the preservice program persisted through the first year of teaching. The subjects were first-year home economics teachers who had been a part of a previous study involving the training. They tape-recorded ten lessons. The variety of teaching strategies exhibited was compared with the variety exhibited as a student teacher. The first-year teachers who had been trained in strategies exhibited significantly more strategies than those not trained. There were no significant differences resulting from the two training methods used. The effects of training in teaching strategies which were evident during the student-teaching period continued to exist among the first-year teachers. The first-year teachers trained in strategies recorded strategies that involved abstract ways of dealing with content and involve pupils more, e.g., reflective, pupil participation, and teacher-pupil planning. (Author/MJM)

**ED 068 453** SP 005 912

*Reimanis, Gunars*

**Teaching Effectiveness and the Interaction Between Teaching Methods, Student and Teacher Characteristics. Final Report.**

Corning Community Coll., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-I-B-074

Pub Date Sep 72

Grant—OEG-2-71-0074

Note—64p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Effective Teaching, Reinforcement, Research Projects, Self Concept, *Student Characteristics, Student Interests, *Student Teacher Relationship, *Teacher Characteristics, *Teaching Methods

Hypotheses were tested regarding the relationship between learning effectiveness in six subject areas and the interaction between student and teacher characteristics. The student-teacher interaction was also examined in relationship to several teaching approaches. Over 1,000 students from 53 different classes with 27 different faculty members participated in the study. Instruments on student and teacher characteristics were administered at the beginning of the semester; most of the measures of learning effectiveness were administered at the end of the semester. The results supported the hypothesis regarding direct relationships between learning effectiveness and student characteristics, instruction characteristics, and teaching methods. Among the student characteristics that showed the strongest positive relationships to learning effectiveness were self-concept of academic ability and internal reinforcement control. Among the instructor characteristics that showed the strongest positive relationships with effective learning was the attitude that education should be oriented more toward a student's interests and concerns than toward mastering the subject matter. With respect to teaching methods, student-directed and structured classes were far superior to instructor-directed and unstructured ones. A 30-item bibliography is included. (Author/MJM)

**ED 068 454** SP 005 913

*D'Oyley, Vincent R. Wilson, Sybil*

**Instrumentation to Improve Teacher Education in Jamaica.**

Pub Date [72]

Note—30p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Educational Innovation, Educational Programs, *Field Experience Programs, *Internship Programs, Program Descriptions, Program Development, *Teacher Education, *Teacher Interns, *Teaching Experience

This report describes the internship scheme in Jamaica as a terminal experience following a period spent in the teacher's college acquiring substantive knowledge of the profession. Program emphasis is placed on laboratory and field experience as well as technical competence. Major features of internship include the development of a Teaching Internship Center and supervision by the Ministry of Education. Further features of the program, changes and modifications, justification of the strategy, use of a teacher task inventory, and program evaluation are presented. A 12-item bibliography is included. (MJM)

**ED 068 455** 24 SP 005 914

*Olson, David R. And Others*

**Teacher-Student Communication Games: Some Experiments on Instruction.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0252

Pub Date Sep 72

Contract—OEC-6-10-078

Note—102p.; Research and Development Memorandum No. 94

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Classroom Communication, Discovery Learning, *Educational Games, *Instruction, *Learning Processes, Learning Theories, Research, *Student Teacher Relationship, *Verbal Communication

This inquiry began with the observation that learning from instruction is radically more efficient for obtaining information than learning by discovery. A series of seven experiments was conducted to determine some of the factors involved in learning from verbal instruction. The perspective adopted was that of communication theory, in which the teacher is considered an encoder who tries to generate a message that will produce a desired effect on the child, who acts as the decoder of the message. The experiments studied were directed to such questions as the following: Do teachers differ in a consistent way in their skill in generating instructional statements? What are the dimensions on which they differ? Do these differences have a consistent effect on the student outcomes? What is the role of feedback in this process? The experimental results were considered in terms of three criteria: the substantive findings, the method of research or paradigm developed, and the practical application of this research to improving instruction. An extensive bibliography is included. (Author/MJM)

**ED 068 456** SP 005 915

*Hofmeister, Alan M. Stowitschek, Joseph J.*

**Validation of Minicourse Five for Special Education. Final Report.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No—BR-1-H-027

Pub Date Aug 72

Grant—OEG-8-71-022(509)

Note—152p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Educable Mentally Handicapped, *Mathematics Instruction, *Remedial Mathematics, Research, *Special Education Teachers, Teacher Education, Teaching Programs, *Tutorial Programs

This study examined some effects of Minicourse 5--a remedial mathematics tutoring package--on tutoring skills of teachers of educable mentally retarded children and on subsequent mathematics performance levels of their students. The design of the study included an experimental group of teachers who participated in Minicourse 5 along with corresponding experimental and control groups of students who were administered pre- and post-experiment tests of mathematics performance. Videotaped samples of tutoring sessions were analyzed using the t-test for correlated means and the Wilcoxon matched-pairs, signed-ranks test to determine changes in teacher tutoring behavior and the degree of retention of this behavior. Resulting effects of teachers' participation in Minicourse 5 on students were assessed via achievement in mathematics. Statistically sig-

nificant differences in mathematics performance occurred in favor of students in the experimental group over students in the control group. Conclusions arrived at from the results were that Minicourse 5 improves mathematics tutoring performance of special education teachers in selected skills and that these skills are pertinent to the teachers' instructional content. An extensive bibliography and appendixes of Minicourse material are included. (Author/MJM)

**ED 068 457** SP 005 917
*Johnson, Olin Chester*
**A Comparison of Attitudes Held by Traditionally Prepared Teachers and Teacher Corps (Cycle 5: 1968-70) Prepared Teachers Regarding Subject-Oriented Instruction and Student-Oriented Instruction.**
Pub Date Jun 72
Note—22p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Conventional Instruction, Educational Research, *Student Centered Curriculum, *Teacher Attitudes, *Teacher Background, Teacher Behavior, *Teacher Education
This study was conducted to show how a teacher's training affects his or her attitudes toward teaching. Twelve statements dealing with various aspects of education in relation to subject and student oriented instruction were distributed to 15 traditionally prepared teachers and 15 Teacher Corps prepared teachers. Each participant indicated in writing and verbally the extent of agreement or disagreement with the statement. Samples were stratified in order to determine patterns and areas of agreement and disagreement among teachers. Fisher's T-Table was used to correlate the differences between the two groups. Results indicated a significant difference between the two sample groups. Implications, recommendations, and conclusions are presented. Research material and an 8-item bibliography are included. (MJM)

**ED 068 458** 24 SP 005 919
*Baker, Eva L.*
**Preparing Instructional Materials for Educational Developers. Final Report.**
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0027
Pub Date Mar 72
Grant—OEG-0-71-0645
Note—97p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Development, *Instructional Innovation, *Instructional Materials, *Instructional Programs, *Research Design, Teaching Techniques
The report describes the development of a package of training materials to enable instructional product developers to prepare first-draft materials. Five instructional techniques, derived from laboratory research and selected through a survey of eminent instructional psychologists, comprised the substance of the materials. The techniques were direct practice, knowledge of results, prompting, task description, and control of inspection behavior. Eight developmental and field tests were conducted on the materials using subjects drawn from universities, schools and industry. Results of the field test indicated that the materials were replicable in their instructional process and effects. Controlled variation studies are also reported. (Related document is SP 005 918.) (Author/MJM)

**ED 068 459** SP 005 920
*Lundblad, Helen Smith, Carl B.*
**Tutor Trainers Handbook.**
National Reading Center Foundation, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—64p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Programs, Primary Education, *Primary Grades, *Reading Instruction, *Reading Skills, *Tutorial Programs, Tutoring
This guide is an aid to trainers of tutors who will work with primary grade children in reading tasks. There are 12 units contained in this program: the tutor's role, human relations, giving an interest inventory, setting instructional objectives, assessing reading difficulty, the lesson plan, evaluation of student success, reading instruction practice, prereading and language experience activities, and questioning in the content areas. Each unit contains an introduction, statement of objectives, outline and summary of topics, discussion questions, and evaluation instruments. Provision is made for tutor self-evaluation. (Related document is SP 005 921.) (Author/MJM)

**ED 068 460** SP 005 921
*Laffey, James Perkins, Phyllis*
**Teacher Orientation Handbook.**
National Reading Center Foundation, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—42p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Programs, Primary Education, *Primary Grades, Reading Instruction, *Reading Skills, *Teacher Orientation, *Tutorial Programs
This handbook presents an orientation program for volunteer reading teachers. Four units covered include an overview of the volunteer tutoring program, the classroom teacher's public relations role in the program, implementation of the tutoring program, and the classroom teacher's administrative or managerial role in the volunteer tutoring program. Each unit is divided into sections covering different aspects of the unit and a final review section. (Related document is SP 005 920.) (MJM)

**ED 068 461** SP 005 930
**Descriptive Listing: New England Teacher Education Programs.**
New England Center for Continuing Education, Durham, N. H. New England Program in Teacher Education.
Pub Date Jan 72
Note—44p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Innovation, *Program Descriptions, *Teacher Education, *Teacher Education Curriculum, *Teacher Programs
New England Program in Teacher Education (NEPTE) has developed a complete listing of teacher education programs in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Following this complete listing, a descriptive listing of some programs with innovative aspects is presented according to state. (MJM)

**ED 068 462** SP 005 932
**Third Conference on Teacher Certification: Exploring the Bases for Reciprocity and Simplification of Evaluation Procedures.**
Canadian Teachers' Federation, Ottawa (Ontario).
Spons Agency—Canadian Teachers' Federation, Ottawa (Ontario).
Report No—CTF-R-C-71404
Pub Date Jan 72
Note—67p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Conference Reports, *Educational Development, *Evaluation Criteria, *Evaluation Techniques, *Teacher Certification
This document reports the activities of the 1971 Canadian Teachers' Federation (CTF) conference on teacher certification. The conference explored the bases for reciprocity and simplification of evaluation procedures. This report covers the conference proceeding including the opening remarks, recommendations of the 1970 CTF conference on teacher certification, possible bases for a Canadian professional teaching certificate, questions for discussion, group discussions, a proposal for standard passport document, and plenary discussion. Appendixes include conference materials and a summary of recommendations. (MJM)

**ED 068 463** SP 005 939
*Silverman, Stuart Kimmel, Ellen*
**The Influence of Immediate Feedback on the Behavior of Teachers-In-Training. Final Report.**
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-1-D-069
Pub Date Sep 72
Grant—OEG-4-72-0003
Note—18p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Behavior Change, Educational Research, *Feedback, *Preservice Education, *Reinforcement, *Teacher Behavior
The present study was an attempt to determine whether the behavior of teachers-in-training could be modified by providing them with immediate feedback as to their classroom performance. Two groups of undergraduate teaching interns were outfitted with wireless FM receivers. One group was given praise (by an observer fitted with a wireless microphone) whenever they emitted any of a predetermined set of positive behaviors. The second group received no feedback. The results showed that the technique was effective mainly when positive verbal comments on the part of the intern were reinforced. In the experimental group, the rate of this behavior rose dramatically in the training sessions. In addition, during the training phase, interns in the experimental group punished much less than the control subjects. It was concluded that the method tested was inexpensive and highly efficient for modifying some behaviors. (Author)

**ED 068 464** SP 007 344
**A Guide to Concept Teaching, United States History, Grade 9. (From Reconstruction to the Present).**
Madison Public Schools, Wis.
Pub Date 68
Note—301p.
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—*Concept Formation, Curriculum Development, *Curriculum Guides, *Grade 9, *History, *Social Studies
GRADES OR AGES: Grade 9. SUBJECT MATTER: United States history. ORGANIZATION AND PHYSICAL APPEARANCE: The conceptual approach forms the basis for each of four sections: Defining and Implementing a Conceptual Approach to Teaching Social Studies; Social Studies Skills To Be Developed and Reinforced by the Learner; Classroom Curriculum Planning; and a Conceptual Guide-U.S. History, Reconstruction; 1877 to the present. The conceptual guide covers six units: a review of issues in U. S. History 1787-1877, economic and social change 1877-1920, changes in government and political life 1877-1920, American foreign relations 1865-1920, the period of 1920-1940, and the themes in contemporary U.S. History 1940-present. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: An overview of objectives is presented in the introduction to the conceptual guide. Activities are suggested under Student Learning Experiences. INSTRUCTIONAL MATERIALS: Books, records, films, filmstrips, and transparencies are listed under Instructional Materials. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

**ED 068 465** SP 007 347
**Elementary Science Curriculum and Resource Guide 1969.**
Mounds View Public Schools, St. Paul. Minn.
Pub Date 69
Note—389p.
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—*Curriculum Guides, *Elementary School Curriculum, *Elementary School Science, *Science Curriculum, *Science Education
Identifiers—Elementary Science Study, E.S.S.
GRADES OR AGES: Grades K-6. SUBJECT MATTER: Science. ORGANIZATION AND PHYSICAL APPEARANCE: This guide has been organized according to grade level. Introductory materials indicate the basic approach and the major objectives for science education. Each unit is divided into two columns: skills and concepts and activities and resources. Materials for each grade are organized under three broad topics: universe and earth, living things, and matter and energy. Elementary Science Study (E.S.S.) units have been incorporated into this guide at appropriate grade levels. The guide is lithographed and spiral-bound with a hard cover. OBJECTIVES AND ACTIVITIES: The objectives for each unit are listed under skills and concepts. Detailed activities are suggested. INSTRUCTIONAL MATERIALS: Films and books are listed under activities and resources. STUDENT ASSESSMENT: No provisions are made for evaluation. (MJM)

**ED 068 466** SP 007 377
*Bowe, Angela And Others*
**Special Education Curriculum for Junior and Senior High School.**
Syracuse City School District, N.Y.
Pub Date Mar 70
Note—128p.; Curriculum Bulletin No. 20, 1969-70 Series
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Curriculum Guides, *Junior High Schools, *Senior High Schools, *Special Education, *Special Programs
GRADE OR AGES: Junior and senior high school. SUBJECT MATTER: Special education. ORGANIZATION AND PHYSICAL APPEARANCE: Curriculum for junior high special education is presented in the first half of this guide. Topics cover mathematics, communication skills, social adjustment, personal grooming, the world of work, occupational information, occupational skills, and homemaking. The second portion of the guide is prepared for senior high school curriculum. The topics covered the same areas as the junior high curriculum with the exception of homemaking. Each topic is divided into general objectives, content, activities, and resources. The appendix includes job application forms. This guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives of each section are listed under general objectives. Detailed activities are listed under activities. INSTRUCTIONAL MATERIALS: Books, records, films and filmstrips are listed under resources. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

**ED 068 467** SP 007 378
**Independent History Studies. Minority Groups: The Negro.**
Syracuse City School District, N.Y.
Note—57p.; Curriculum Bulletin No. 4
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Curriculum Guides, *Ethnic Studies, Independent Study, *Individual Instruction, *Negro History, Resource Guides, *Social Studies
GRADES OR AGES: Grade 12. SUBJECT MATTER: History. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is an aid to an independent history study with no formal class periods. Individual teacher guidance is provided. This study of Negro history is divided into three areas: local, state, and national. Local study covers 12 specific topics, state study covers 8 topics, and national covers 13. Each topic offers possible items for research. Further information is presented concerning bibliographic suggestions and general references. The studies include general orientation for all participants, selection of topics and instruction on research techniques, teacher guidance during research, report of individual progress, preparation of final research report, and presentation of report. Bibliographies for each study are included. This guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: No provision is made for objectives in this guide; this is covered during orientation by faculty. Activities are listed under each topic. INSTRUCTIONAL MATERIALS: Books, newspapers, historical materials, maps, census reports, and city directories are presented in the bibliography for student use. STUDENT ASSESSMENT: No provision is made in this guide. (MJM)

**ED 068 468** SP 007 379
**Our National Heritage.**
Syracuse City School District, N.Y.
Pub Date Sep 70
Note—163p.; Curriculum Bulletin No. 27, 1970-71 Series
Available from—Helen Davoli, City School District, 409 West Genesee Street, Syracuse, New York 13202 ($1.70)
**Document Not Available from EDRS.**
Descriptors—*American History, *Curriculum Guides, *Grade 12, *History, *Social Studies
GRADES OR AGES: Grade 12. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: Six major topics are presented for study: natural, historical, political, economic, cultural, and future heritage. Each topic is divided into a listing of concepts to be introduced, skills to be developed, goals or understandings to be reached, suggested questions, actions or activities for students, and resources available, including audio-visual materials. Appendixes include materials for each topic. A chronological guide for study and an extensive bibliography are presented. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives for each topic are listed under understandings. Detailed activities are suggested. INSTRUCTIONAL MATERIALS: Films, reprints, slides, books, magazines, pictures and booklets are listed under resources. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

# TM

**ED 068 469** TM 001 803
*Quirk, Thomas J. And Others*
**A Critical Review of Research Related to the National Teacher Examinations.**
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-72-15
Pub Date Apr 72
Note—52p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Classroom Observation Techniques, Criterion Referenced Tests, Educational Research, Effective Teaching, *Evaluation Techniques, *Measurement Instruments, *National Competency Tests, Rating Scales, Research Methodology, Teacher Behavior, *Teacher Evaluation, *Test Interpretation, Tests
Identifiers—National Teacher Examinations, NTE
A collection of articles related to testing instruments of the National Teacher Examinations (NTE) are reviewed. The report has been organized into four sections. The first discusses briefly the background and purposes of the NTE and the hazards of combining data on these tests in research studies. The second section is concerned with articles related to the concurrent validity of the NTE and their relationship to preservice teacher preparation. The third section has to do with articles related to the predictive validity of the NTE in terms of in-service teachers. The last section summarizes the research findings. The report concludes, "Perhaps more important than revising principal and pupil rating scales is to conduct systematic studies of the relationship between the NTE scores of teachers and average residual achievement gain scores of pupils in their classes." An 89 item list of references is included. (Author/LS)

**ED 068 470** TM 001 805
*Gitlitz, Alfred H. Kaufman, Nadeen L.*
**Influence of Race, Sex, and City on Inductive Reasoning Items. Project Access Research Report No. 4.**
Educational Testing Service, Princeton, N.J.
Spons Agency—College Entrance Examination Board, New York, N.Y.; Ford Foundation, New York, N.Y.
Report No—CEEB-RDR-71-72-8; PR-72-7
Pub Date Jun 72
Note—24p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Aptitude Tests, Caucasians, *Cognitive Ability, Comparative Analysis, *Ethnic Groups, *Group Intelligence Tests, *Inductive Methods, Junior High School Students, Mexican Americans, Minority Groups, Negroes, Research Reviews (Publications), Sex Differences, *Socioeconomic Influences, Tests
Identifiers—*Project Access
Results of a subtest of the Project Access battery, comparing the influence of race, sex and city on inductive reasoning items, are presented. The participating Junior High students represented three racial groups, Black, White, and Mexican Americans, from three cities, Los Angeles, Memphis, and Washington, D. C. The test, entitled Letter Groups, contained 25 vowel/consonant items instructing the student to find the rule which related four of a set of five to each other. The correct answer was a single unrelated set. Results indicated that the majority group (Whites) fared better than did the minority groups (Mexican Americans or Blacks); comparisons by city, whether between race or within race, indicated the best performing group was the Memphis Whites, and the second best the D. C. Blacks; and comparisons by sex indicated close performance patterns between males and females, but wherever significant differences did occur, it was the female who was favored. (Author/LS)

**ED 068 471** TM 001 806
**Educational Quality Assessment. School Report: A Status Profile.**
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date 71
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Attitude Tests, *Behavioral Objectives, *Educational Objectives, *Educational Quality, Educational Research, Grade 5, Questionnaires, Sampling, School Statistics, *Statistical Analysis, Status, Student Attitudes
Statistical data of an educational quality assessment for the Pennsylvania State Department of Education are presented. The ten goals listed, for grade level five, cover the areas of: 1. Self Understanding; 2. Understanding Others; 3. Basic Skills: Verbal and Basic Skills: Math; 4. Interest in School; 5. Citizenship; 6. Health Habits; 7. Creativity; 8. Vocational Development; 9. Appreciating Human Accomplishments; and 10. Preparing for a Changing World. (LS)

**ED 068 472** TM 001 807
**Sixth Form Examining Methods.**
Schools Council, London (England).
Report No—WP-20
Pub Date 68
Note—28p.
Available from—Her Majesty's Stationery Office, 49 High Holborn, London W. C. 1, England (S. O. Code No. 88-5370-20, 3 shillings 6 pence net)
**Document Not Available from EDRS.**
Descriptors—Academic Performance, Educational Research, *Evaluation Methods, *Examiners, *Objective Tests, Planning, *Research Reviews (Publications), *Secondary School Students, Speech Skills, Student Evaluation, Testing, Timed Tests
Identifiers—England, Wales
The methods of examining in the sixth form of secondary education in England and Wales is the basis for discussion by subject committees of the Schools Council. Special reference is made to internal examinations, oral assessments, teacher's assessments, the relaxing of the time limits for examination, and the use of aids during examinations. The paper is divided into three sections: Part 1, Advanced Level Examinations: a paper prepared by the Welsh Committee of the Schools Council, presents notes on examination based on aims, teachers' assessment, and oral work; Part II. is a summary of comments on sixth form examining methods made by subject committees of the Schools Council after a study of the paper in Part I. The Appendix is a summary of comments on the paper in Part I by the Secretaries of two GCE examining boards. (LS)

**ED 068 473** TM 001 808
**The Certificate of Secondary Education: Some Suggestions for Teachers and Examiners. Examinations Bulletin No. 1.**
Secondary School Examinations Council, London (England).
Report No—Exam-Bull-1
Pub Date 63
Note—151p.
Available from—Her Majesty's Stationery Office, York House, Kingsway, London W. C. 2, England (S. O. Code No. 27-364, 10 shillings net)
**Document Not Available from EDRS.**
Descriptors—Bulletins, *Educational Research, Evaluation Methods, *Examiners, *Program Planning, *Secondary School Students, Second Language Learning, *Student Evaluation, Teacher Role, Test Construction, Testing, Testing Programs
Identifiers—England, Wales
This bulletin is the first in a series of publications on the Certificate of Secondary Education (CSE) examinations. Suggestions which teachers and examining boards can adopt, modify, or reject are included as well as an explanation of the Councils' adopted policies. Section I - The C. S. E. Examination System discusses the general principles of the nature of the CSE examinations, teacher control, methods of examining, research and development, statistics and information, admission of candidates, and standards. Some problems and techniques of examining are reviewed; Section II - The Subject Examinations

discusses the relationship between the new examinations and various subject courses within the secondary school curriculum; and Section III-Welsh and the Certificate of Secondary Education covers the teaching of Welsh, in Wales, as a first- second- and teaching language. Appendices outline the background and scope of the program, and offer suggestions to teachers and examiners. (LS)

**ED 068 474** TM 001 809

**The Certificate of Secondary Education: Experimental Examinations--Mathematics. Examinations Bulletin No. 2.**

Secondary School Examinations Council, London (England).

Report No—Exam-Bull-2

Pub Date 64

Note—40p.

Available from—Her Majesty's Stationery Office, York House, Kingsway, London W. C. 2, England (S. O. Code No. 27-364-2, 3 shillings 6 pence net)

**Document Not Available from EDRS.**

Descriptors—Bulletins, Educational Research, Examiners, *Grading, *Mathematics, *Multiple Choice Tests, Questionnaires, *Secondary School Students, Student Opinion, Teacher Attitudes, *Test Construction, Testing Programs, Test Reliability, Test Validity

Identifiers—England

An experimental examination was conducted using a multiple-choice test for the purpose of constructing an examination in mathematics. Some 1,125 secondary school students from various school districts were chosen as candidates. The test consisted of twenty mathematical situations requiring five true or false answers for each test item. No time limit was specified for the completion of the test. Markers were instructed to mark each correct answer +1, each incorrect answer -1, and 'no response' scored zero. This system of marking received considerable criticism, therefore, the test papers were marked both on the 'right minus wrong' basis and by taking into account only 'right' answers. Results show consistent sex difference in favor of boys in terms of scores on the test. The multifacet test used in this experiment was shown to have a good level of reliability and an acceptable level of validity. However, there appeared to be a distinct possibility that an average score could be obtained by guessing alone. To avoid this possibility, the alternative answer of 'don't know' was suggested for future testing. The four appendices present some observations from the mathematics panel of the Ministry of Education, the preliminary test, the final test used, and tables of statistics. (LS)

**ED 068 475** TM 001 810

**The Certificate of Secondary Education: An introduction to Some Techniques of Examining. Examinations Bulletin No. 3.**

Secondary School Examinations Council, London (England).

Report No—Exam-Bull-3

Pub Date 64

Note—73p.

Available from—Her Majesty's Stationery Office, York House, Kingsway, London W. C. 2, England (S. O. Code No. 27-364-3, 6 shillings net)

**Document Not Available from EDRS.**

Descriptors—*Academic Achievement, Achievement Tests, Bulletins, Educational Objectives, *Evaluation Techniques, *Examiners, *Secondary School Students, Statistical Analysis, *Student Evaluation, Teacher Role, Testing, Test Reliability, Test Wiseness

Identifiers—England

This bulletin addresses all concerned with examinations for the Certificate of Secondary Education, particularly teachers, with suggestions to improve the efficiency and fairness of examining. The bulletin is divided into two parts: Part I - Examining Techniques: General Principles, covers such major subjects as objectives of the course, analysing the written paper, teachers' assessments, moderation, the external and internal examination, the danger over examining, and standards; and Part II - Examining Techniques: Statistical, provides an introduction to basic statistical techniques with disscusions of distribution of marks, describing the distribution, the correlation co-efficient, weighting and the relationship between different parts of an examination, common form or scale of scores, item analysis, and some suggested ways of carrying out moderation. A list of references, a bibliography, and appendices containing samples of statistical analyses are included. (LS)

**ED 068 476** TM 001 811

*Vernon, Philip E.*

**The Certificate of Secondary Education: An Introduction to Objective-Type Examinations. Examinations Bulletin No. 4.**

Secondary School Examinations Council, London (England).

Report No—Exam-Bull-4

Pub Date 64

Note—25p.

Available from—Her Majesty's Stationery Office, York House, Kingsway, London W. C. 2, England (S. O. Code No. 27-364-4, 2 shillings 3 pence net)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, Achievement Tests, Bulletins, Educational Objectives, Educational Research, *Evaluation Techniques, Item Analysis, *Objective Tests, *Secondary School Students, *Student Evaluation, *Test Construction, Test Wiseness

Identifiers—England

The advantages and disadvantages of the objective-type tests considered for use in Britain for the Certificate of Secondary Education are presented. The objective test is a form of examination in which every question is set in such a way as to have only one right answer. Of the four types of assessment, objective, conventional written (or oral), psychological, and educational, this paper concerns itself with the first. Some advantages listed are: (1) The marking is more rapid than that of the conventional test and does not require the services of skilled examiners; (2) There is no subjective element in assessing whether answers are good or poor; (3) A properly constructed examination can be given thousands of candidates with only administrative difficulties; (4) There is more coverage of area to be examined with a larger number of short items; and (5) The scope of the objective examination is by no means confined to memory of facts. A summary of some disadvantages are: (1) The construction of the test is comparatively elaborate, and requires the services of technically trained experts; (2) Objective-type tests seem too easy and depend too much on speed of work; (3) The more complex questions are difficult to construct and answering depends on the examinee's reading comprehension and sophistication in coping with the medium; and (4) Though facility in writing may be irrelevant to achievement in science, it is an educationally valuable skill in its own right, whereas facility with objective items is of no general value. (Author/LS)

**ED 068 477** TM 001 812

**The Certificate of Secondary Education: School-Based Examinations. Examining, Assessing and Moderating by Teachers. Examinations Bulletin No. 5.**

Schools Council, London (England).

Report No—Exam-Bull-5

Pub Date 65

Note—33p.

Available from—Her Majesty's Stationery Office, York House, Kingsway, London W. C. 2, England (S. O. Code No. 27-364-5, 2 shillings net)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, Aptitude Tests, Bulletins, Educational Objectives, *Educational Research, *Evaluation Techniques, *Examiners, Goodness of Fit, Regional Cooperation, *School Community Programs, Secondary School Students, *Student Evaluation, Teacher Role

Identifiers—England

This bulletin, the first of the Schools Council, suggests a possible approach to the problems of moderation which are likely to arise with internal, or school based examinations. Primarily, the local problem is discussed: How can schools, and groups of schools, best cooperate with the regional moderator to reach agreement on the reliability and validity of internal examinations, and on the distribution of grades? The three sections are: I - Local Examining, Assessing and Moderating by Teachers in Groups of Like-Minded Schools, in which the general principles and framework are discussed; II - Regional Moderation, which reviews the general principles and the first and second stages of regional moderation; and III - National Modernization, which presents general principles, goodness of fit, and the procedure for 1965, 1966, and 1967. The appendix contains order statistics and range estimates. (LS)

**ED 068 478** TM 001 813

**The Certificate of Secondary Education: Experimental Examinations--Technical Drawing. Examinations Bulletin No. 6.**

Schools Council, London (England).

Report No—Exam-Bull-6

Pub Date 65

Note—45p.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London W. C. 1, England (S. O.Code No. 27-364-6, 2 shillings 6 pence)

**Document Not Available from EDRS.**

Descriptors—*Achievement Tests, Bulletins, Educational Research, Examiners, *Geometry, *Grading, Secondary School Students, Statistical Analysis, *Technical Education, Technical Illustration, *Test Construction, Testing Programs, Test Reliability, Timed Tests

Identifiers—England, *Technical Drawing

In order to assess achievement in technical drawing at the secondary school level, an experimental examination was conducted using 333 boys and 2 girls from 13 schools. The objectives of the course in order of importance were: (1) Understanding and Comprehension; (2) Use; and (3) Communication. Three papers were formed: Paper I, an objective comprehension test covering a wide range of isometric and orthographic work, contained over 200 items and required right or wrong answers. Time: 1hr. 45min.; Paper II, drawing from the solid rather than drawing from the pictorial views, was "marked by impression" with four examiners sorting the entries into five grades. Time: 1hr 15min.; and Paper III tested the candidate knowledge of geometry, with seven questions and was more conventional than either Paper I or Paper II. Questions called for drawing skills or written responses. A normal marking schedule was used. Time: 2hrs. 30 min. An evaluation of the results established beyond a reasonable doubt that the two new methods employed, that is, Paper I and Paper II, are feasible and valid, and allow the examiner to change the tests over a period of years thereby avoiding the stereotyped patterns. Paper I enabled examiners to test candidates' comprehension thoroughly over a wider range than is usually possible in a single paper. Paper II was successful in that results showed overall ability was being assessed, and in Paper III more than one objective was being pursued. (Related document is TM 001 808.) (LS)

**ED 068 479** TM 001 814

**The Certificate of Secondary Education: Experimental Examinations--Mathematics 2. Examinations Bulletin No. 7.**

Schools Council, London (England).

Report No—Exam-Bull-7

Pub Date 65

Note—82p.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London W. C. 1, England (S. O. Code No. 27-364-7, 4 shillings 6 pence net)

**Document Not Available from EDRS.**

Descriptors—Bulletins, Educational Research, *Grading, *Mathematics, *Multiple Choice Tests, Questionnaires, *Secondary School Students, Student Opinion, Teacher Attitudes, *Test Construction, Testing Programs, Test Reliability, Test Validity

Identifiers—England

The experiment described in this bulletin is the result of a previous study of experimental examinations in mathematics (Bulletin No. 2). A basic multifacet test was constructed with 21 mathematical situations in arithmetic, algebra, and geometry and presented in three separate forms: Type 1 Traditional; 2 multi-choice (with four choices); and 3 True/False/Don't Know. Candidates were some 917 sixteen year old students from 27 secondary schools. The students were separated into 3 groups with each group given one type of test. Analysis of the results indicate that the traditional form was the hardest and the true/false/don't know the easiest. The reliability and validity of each form were found high but there was evidence that they were highest for Type 1 and lowest for Type 3. The item analysis indicated that a shorter test with

fewer situations might serve adequately. Of major concern was the assessing of each form of the test which operated at a different level of difficulty. Evidence suggests that Type 1 might have measured aptitude rather than attainment; Type 2 measured attainment rather than aptitude; and Type 3 measured mathematical abilities unevenly over the range of candidates. The appendices describe the structure of the experiment and evidence in support of the conclusions. (LS)

**ED 068 480** TM 001 815
**The Certificate of Secondary Education: Experimental Examinations--Science. Examinations Bulletin No. 8.**
Schools Council, London (England).
Report No—Exam-Bull-8
Pub Date 65
Note—60p.
Available from—Her Majesty's Stationery Office, 49 High Holborn, London W. C. 1, England (S. O. Code No. 27-364-8, 3 shillings net)
**Document Not Available from EDRS.**
Descriptors—Bulletins, *Educational Methods, *Evaluation Methods, *Sciences, Secondary School Students, Statistical Analysis, *Test Construction, *Testing, Testing Programs, Test Results, Weighted Scores
Identifiers—England

This bulletin describes two phases of an experiment in examining science, one in 1963, and the second in 1964. The first phase of the experiment explored two forms of assessment: a Scientific Thinking paper; and a Practical paper. In the second phase two further factors were introduced: a Facts and Principles paper; and an Assessment of course work. These papers are discussed in great detail under the major headings of: Organisation; Structure of the Trials; Relative Weighting of Examination Aspects; Marking; External Moderation of Internal Papers; Statistical Treatment and the Use of Teachers' Forecasts as a Criterion; The Scientific Thinking Paper; The Practical Paper; The Facts and Principles Paper; The Assessment of Course and Oral Work; The Examination as a Whole; Follow-Up Meetings; and Summary and Conclusions. The appendices include the test papers, instructions on assessing course work, and a list of schools taking part in the experiment. (LS)

**ED 068 481** TM 001 816
**The Certificate of Secondary Education: Trial Examinations--Home Economics. Examinations Bulletin No. 9.**
Schools Council, London (England).
Report No—Exam-Bull-9
Pub Date 66
Note—83p.
Available from—Her Majesty's Stationery Office, 49 High Holborn, London W. C. 1, England (S. O. Code No. 27-364-9, 3 shillings 6 pence net)
**Document Not Available from EDRS.**
Descriptors—Bulletins, Educational Research, *Evaluation Methods, Examiners, Females, *Home Economics Education, *Homemaking Skills, Program Planning, Secondary School Students, *Student Evaluation, *Test Construction, Testing, Test Reliability, Test Validity
Identifiers—England

The reliability and validity of a trial examination for home economics is described. A preliminary test was submitted to 150 fifth year pupils who were not involved in the final examination, as guidance in constructing the accepted tests. The four methods used in the final analysis were: (a) a theory paper requiring nine written answers relating to general housecraft, food, fabrics, and family; (b) a practical examination composed of seven sub-tests; (c) an oral test; and (d) an assessment by teachers of pupils work over a period of five months. The assessment of the practical work covered interpretation, execution, and result. General conclusions suggest that: (a) The theory paper was too difficult and not sufficiently discriminating although its reliability was adequate. The validity obtained was encouraging; (b) The practical test achieved a satisfactory level of reliability and an encouraging level of validity; (c) The means of assessing the course work contributed a highly valid component to the total examination, but further work is needed to develop a more appropriate means of helping teachers to make objective assessments; and (d) The oral test was of low validity, and experience in this trial suggests a great deal more thought and work is necessary before such a test could be generally recommended. (Author/LS)

**ED 068 482** TM 001 817
**The Certificate of Secondary Education: Experimental Examinations--Music. Examinations Bulletin No. 10.**
Schools Council, London (England).
Report No—Exam-Bull-10
Pub Date 66
Note—31p.; Mono 45 RPM record enclosed
Available from—Her Majesty's Stationery Office, 49 High Holborn, London W. C. 1, England (S. O. Code No. 27-364-10, 6 shillings 6 pence net)
**Document Not Available from EDRS.**
Descriptors—Bulletins, *Evaluation Methods, Listening Skills, *Music Education, Music Reading, Phonotape Recordings, Secondary School Students, *Student Evaluation, Testing, *Test Reliability, *Test Validity

Thirty-two secondary schools participated in the testing of: (1) musical literacy (reading and listening); (2) general musical knowledge; and (3) corporate music making. The total number of candidates were 410 pupils of whom 260 were girls, and 150 were boys. The first two parts of the test were based on excerpts from recorded music, presented in suitable sequence and adequately reproduced; therefore, it was necessary to obtain copyright clearance. The effectiveness of the tests were measured by level of discrimination, reliability, and validity, Conclusions of the testing are discussed in detail covering facilities, syllabus, place in curriculum, examining techniques and school-based examinations. Appendices present (1) legal conditions for reproducing recorded material, and (2) statistical analysis of the examination. For related document see TM 001 808. (LS)

**ED 068 483** TM 001 819
**The Certificate of Secondary Education Trial Examinations: Written English. Examinations Bulletin No. 16.**
Schools Council, London (England).
Pub Date 67
Note—56p.
Available from—Her Majesty's Stationery Office, 49 High Holborn, London W.C.1, England (S.O. Code No. 27-364-16, 3 shillings)
**Document Not Available from EDRS.**
Descriptors—Bulletins, Educational Research, English, *Evaluation Techniques, Grading, *Secondary School Students, Statistical Analysis, Tables (Data), Teacher Role, *Test Construction, *Testing Programs, Test Results, Test Validity, *Writing Skills

The efficiency of three written papers dealing with essay writing, comprehension, and literature papers as a test of English ability was assessed in a trial examination administered to 182 boys and 216 girls, all of whom were 16 years of age. Criterion was established on the basis of teachers' assessments of six essays written by the students during a previous four-month period. The trial examination writing was assessed using a multiple marking method, with four markers providing their impressions of the student's performance; the marks were then pooled. The agreement between markers was low for the essay paper, higher for the comprehension, and highest for literature. The final correlation, that of the examination as a whole with the criterion, was .751. Thus, it is concluded that the trial examination provided no ramarkable improvement over previous Examinations in English. The trial did, however, prove that the multiple marking method can be used in this type of examination. Results of the test show that there is a variability in performance of the students that appears to be a characteristic of the boys and girls themselves. It appears that the most reliable assessment of performance in written English was gathered by a process of continuous assessment by the teacher over a period of time, these marks being moderated by an external examiner. Appendixes provide the criterion, the trial examination, and English (Syllabus A) Paper set in the first Southern Regional Examinations Board's examination for CSE May 1965. (DB)

**ED 068 484** TM 001 820
**Teachers' Experience of School Based Examining (English and Physics). Examinations Bulletin No. 15.**
Schools Council, London (England).
Pub Date 67
Note—70p.
Available from—Her Majesty's Stationery Office, 49 High Holborn, London W.C.1, England (S.O. Code No. 27-364-15, 4 shillings net)
**Document Not Available from EDRS.**
Descriptors—Bulletins, Educational Research, English, *Evaluation Methods, Grade 5, Physics, Speech Skills, *Student Evaluation, *Teacher Role, *Test Construction, *Test Results, Tests, Writing Skills

Teachers of fifth-grade English and physics courses in three schools conducted an experiment that focused on methods of assessment. The objects of the experiment were (1) to reveal problems which arise in making internal assessments, and (2) to search for and apply efficient, economical, and acceptable methods of assessment which might be of general interest and value. The process of assessment was composed of two stages: within-school assessment of all candidates, and inter-school assessment of a sample of candidates. In the assessment, grades were obtained from the students in three ways: written work, oral English, and coursework. The more experimental aspects of the study concerned (1) the timing of a paper, (2) the marking of a paper, and (3) the scrutiny of the grades. Results show the reliability of assessment made by experienced teachers; there was little variation among the grades awarded by the internal examiners to any one candidate in any one section. Appendices to Part 1: English, provide written papers, grades, and agreement trials; Appendices to Part 2: Physics, are papers and candidates' observations, and grades; and Appendices to Part 3: Continuous Assessment of Physics, are examples of the course work, and grades. It is concluded that (1) teachers can produce assessments that are as valid and reliable as any externally produced examination; (2) it is an advantage if schools can organize a system of internal assessment. (DB)

**ED 068 485** TM 001 821
**Standards in C.S.E. and G.C.E.: English and Mathematics. Working Paper No. 9.**
Schools Council, London (England).
Pub Date 67
Note—58p.
Available from—Her Majesty's Stationery Office, 49 High Holborn, London W.C.1,England (S.O. Code No. 27-390-9, 4 shillings 6 pence net)
**Document Not Available from EDRS.**
Descriptors—Comparative Analysis, Educational Research, English, *Evaluation Methods, Mathematics, *Objective Tests, *Secondary School Students, Standards, Statistical Analysis, Test Construction, *Testing Programs, *Writing Skills

Attainment tests in English and mathematics were administered to a total sample of 2,011/15-year old students. The English test consisted of a composition and a test battery of objective items. Marking of the composition was made by the test designer on a rapid first-impression reading. The objective test battery consisted of a comprehension test, an interlinear test, a test of critical judgment, a paragraph organization test, and a vocabulary test. The test in mathematics was in general mathematics, with the questions being restricted to traditional mathematics. A try-out of the test was administered to 300 students, and results were subjected to item analysis. The reliability of the test was 0.94. An exploratory comparison of standards grade by grade is presented in the following forms: (1) comparison of mean scores, standard deviations, and test/grade correlations; (2) comparison based on percentile levels of subject test scores grade by grade in both the GCE and CSE samples; and (3) comparison of grades in the form of "ladders" showing both the GCE/CSE overlap and the comparable performance in all the other grades. The essentially tentative results show that English and mathematics tests provide a sharper measure of ability within their respective subjects than do the general ability tests. An appendix provides the method of analysis. (DB)

**ED 068 486** TM 001 822
*Wright, E. N.*
**Examinations, Marks, Grades and Scales: A Working Paper.**
Toronto Board of Education (Ontario). Research Dept.
Note—15p.; Working paper no. 19
**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Performance, Essay Tests, Evaluation Criteria, *Evaluation Techniques, Grades (Scholastic), Measurement Techniques, Objective Tests, *Standardized Tests, Statistical Analysis, Statistics, *Student Evaluation, Testing, *Test Interpretation, Test Reliability, Test Results, Tests, Test Validity, *Transformations (Mathematics)

Comparisons of students' educational performances are usually based on test and examination results. However, for such comparisons to be valid, it is suggested that evaluations must be made on some common basis since many educational and employment decisions are based on these evaluations. Standardized tests, often used when comparisons are to be made, offer some guarantee of a common evaluative basis, even though they may contain measurement errors. Among the many transforming and scaling work techniques that have been suggested, two measurements are considered useful in terms of groups of scores, that is, central tendency (mean and median) and dispersion (standard deviation and interquartile range) measures. It is suggested that while transformations are required in order to validate results from different examinations, one should consider what purpose the transformation is to serve. Also, discussed are transformations that convert marks to T scores and the differences among percentiles, ranks, and standard scores. It is concluded that certain basic educational problems are revealed when scaling or transformation techniques are used. (JS)

**ED 068 487** TM 001 823

**Aptitude Testing: A Critical Examination of the Differential Aptitude Tests, Alternative Batteries, and Problems in Prediction.**

Toronto Board of Education (Ontario). Research Dept.

Note—20p.; Report no. 17

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Academic Aptitude, Achievement, *Aptitude Tests, Manuals, Motivation, Performance, Prediction, *Predictive Ability (Testing), Student Evaluation, Student Interests, Test Reliability, *Test Reviews, Test Validity, *Vocational Aptitude, Vocational Interests

In addition to a review of the Differential Aptitude Tests (DAT), a number of other aptitude tests are examined. They are: (1) Flanagan Aptitude Classification Tests, (2) Holzinger-Crowder Uni-Factor Tests, (3) Employee Aptitude Survey, (4) Revised Minnesota Paper Form Board Test, (5) Minnesota Clerical Test, and (6) Turse Clerical Aptitudes Test. The results suggest that aptitude tests have been useful instruments in predicting general scholastic aptitudes but have not been as successful in predicting technical aptitudes. Possible reasons for this finding may be that (1) a student's high interest does not necessarily indicate a high aptitude, and (2) the inability to measure every aspect of the achievement process. It is concluded that further research is necessary for aptitudes to be identified and measured more accurately. It is felt that much of a test's usefulness is the adequacy of its manual. With the exception of the DAT manual, most seemed to lack presenting adequate norms, their source, and appropriate validity and reliability data. It is suggested that (1) present multifactor batteries do not adequately differentiate aptitudes, 2) adequate guidance will depend on supplementary information, and (3) student motivation requires more attention and measurement. (JS)

**ED 068 488** TM 001 824

*Ramsey, Craig Wright, E. N.*

**The Raven Progressive Matrices: A Review of Literature Relating to Its Selection for Use in the New Canadian Study.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date Dec 68

Note—39p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Ability, Achievement Tests, Aptitude Tests, Cross Cultural Studies, Educational Research, Elementary Grades, Intelligence Tests, Literature Reviews, Norms, Secondary Grades, Test Construction, Testing, Test Interpretation, *Test Reviews, *Test Selection, Test Validity

Part of the New Canadian Study required the examination of general ability measures. The requisites were that the measure selected be applicable for Grades 5 to 9 and that it could be administered to students with a limited command of English. Included in this report are: (1) a summary of the considerations involved in selecting a general intellectual ability measure, (2) a review of testing, (3) reasons for selecting Raven's Progressive Matrices (PM), (4) an outline of the major features of PM, (5) a brief review of its previous use in sub- and cross-cultural studies, and (6) a description of the testing procedures used in the New Canadian Study. It is thought that these data will be useful if the PM is used in the school system after norms become available. (Author/JS)

**ED 068 489** TM 001 825

**The Draw-A-Classroom "Test": An Overview.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date Sep 66

Note—10p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Achievement, *Kindergarten Children, Measurement Instruments, Measurement Techniques, *Nonverbal Tests, *Perception Tests, Projective Tests, *Psychoeducational Processes, Student Evaluation, *Test Construction, Testing, Test Interpretation, Test Reliability, Test Validity

The Draw-A-Classroom Test was designed to provide information (1) on how a child perceives the world and how this world is influenced by school experiences and (2) about the developing concepts and ideas in the child's mental, emotional, and social areas of growth. This test is one part of a larger Study of Achievement, and has been administered to a base population of 8,695 children over a six-year period. The test was administered by giving each child paper, crayons, and standard instructions to draw his classroom. Upon completion, the child's explanation of his drawing was affixed to the drawing. A coding system based on a "constant" foundation was devised. Three constants were evaluated: space, people, and objects. A total of 83 analysis categories have resulted, with an average of over 80% interrater reliability. It is thought that the scoring results, currently being analyzed, will provide a valid look at the child's psychoeducational world through a drawing. (JS)

**ED 068 490** TM 001 826

*Ransey, C. A. Wright, E. N.*

**An Exploratory Investigation of "Divergent Production" Using Basic Concepts of Mathematics.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date Mar 71

Note—57p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Bilingual Students, Comparative Analysis, *Divergent Thinking, Grade 5, Grade 7, Grade 9, *Mathematical Concepts, Performance, Productive Thinking, *Test Construction, Testing, Test Interpretation, Test Reliability

The construction of an exploratory test dealing with concepts relevant to mathematics was required as part of the New Canadian Study. The test devised for this purpose has three sections dealing with the sorting of objects. In Sort One, 10 lines are sorted into groups of two; in Sort Two, numbers from 1 to 10 are sorted; and, in Sort Three, triangles are sorted (due to the complexity of this test, physical aid was provided for the students). These sorting tasks were designed to explore one possible way of examining divergence in a test situation. The test was administered to 5,000 students in Grades 5, 7, and 9. The tasks were not analyzed or presented as standardized tests. It is felt that they illustrate the kinds of tasks which require students to produce rather than choose an answer within a framework that can be machine recorded. Results are presented for (1) scoring, (2) validity of the acceptable sorts, (3) general grade performance for all three sorting tasks; (4) general performance characteristics of the four student groups by grade (i.e., monolingual and bilingual Canadian-born and non-Canadian-born groups), and (5) general performance characteristics of male and female students by grade. (JS)

**ED 068 491** TM 001 827

*Light, Judy A.*

**The Development and Application of a Structured Procedure for the In-Context Evaluation of Instructional Materials.**

Bureau No—BR-5-0253

Pub Date 72

Note—109p.; Submitted to the Graduate Faculty in the School of Education in partial fulfillment of the requirements for the degree of Masters of Arts, University of Pittsburgh

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Classroom Environment, *Classroom Materials, *Curriculum Evaluation, *Educational Improvement, *Evaluation Techniques, Grade 4, Instructional Materials, Learning Activities, Learning Motivation, Mathematics Curriculum, Systems Analysis, Test Construction

An attempt was made to develop and demonstrate the use of a clearly specified procedure for identifying specific causes of system failures as these are encountered in the in-classroom tryout of new lesson materials and their associated classroom management activities. Evaluation models were reviewed as well as the literature on curriculum evaluation procedures and designs. The study was conducted in two fourth grade classes using the Individually Prescribed Instruction mathematics curriculum. A specific evaluation technique was designed based on a quasi-experimental design for establishing cause and effect relationships. The four steps used in applying the model were defining the goals, plan, operation, and assessment. The results indicate that the procedures developed for this study were successful in (1) monitoring the total classroom environment by identifying those variables that interfere with learning, and (2) attempting to define and apply strong inference procedures for evaluating instructional materials. (JS)

**ED 068 492** TM 001 828

*Minton, Henry L.*

**Internal-External Control and the Distinction between Personal Control and System Modifiability.**

Pub Date 6 May 72

Note—16p.; Paper presented at the Midwestern Psychological Association meeting, Cleveland, May 6, 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*College Students, *Factor Analysis, Forced Choice Technique, Item Analysis, Questionnaires, Self Evaluation, Student Attitudes, Student Evaluation, *Success Factors, Testing, Test Reliability, Test Reviews, Test Validity

Identifiers—Canadian Students

Two factor analytic studies of the Internal-External Control Scale, a forced-choice questionnaire, were carried out. In the first study, separate analyses for samples of male and female college students each yielded the following two factors: (1) generalized personal control, reflecting a belief about ability versus luck as a determinant of success with respect to self and others, and (2) system modifiability, reflecting a belief about the responsiveness of the sociopolitical system to citizen influence. In the second study, also based on samples of male and female college students, three factors emerged. The system modifiability factor was replicated, while a belief in ability versus luck emerged as two factors: (1) personal control, a reference to self, and (2) control ideology, a reference to others. (Author)

**ED 068 493** TM 001 829

*Goolsby, Thomas M., Jr.*

**The Factor Structure of Certain Behavioral, Academic Achievement and Socioeconomic Measures.**

Georgia Univ., Athens.

Note—6p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Achievement, Behavioral Objectives, Behavior Rating Scales, *Factor Analysis, *Factor Structure, Grade 3, Intelligence Tests, *Item Analysis, Socioeconomic Status, Statistical Analysis, Testing, *Test Reliability, Test Reviews, *Test Validity

Identifiers—Botel Reading Inventory, Iowa Tests of Basic Skills, Otis Lennon Mental Ability Test, Student Affective Behavior Checklist

Factor analysis was used to summarize the interrelationships between a large and varied col-

lection of measures. Data for 500 third grade students assigned to either an experimental or a comparison condition were obtained. The data covered scores for the first 28 items of the Student Affective Behavior Checklist, (2) 9 nonmathematics subtests of the Iowa Tests of Basic Skills-Form 4, and (3) 11 subtests of the Botel Reading Inventory-Form B. Sex, race, IQ (Otis Lennon Mental Ability Test Form K, Level 1), number of siblings, number of school absences, instructional group level, and father's occupational status were also determined. A total of 56 variables were tested. A varimax rotation was performed on the 11 factors extracted using a principal components extraction measure. The results indicate that the groups of variables entering the analysis were generally more related among themselves than to members of other groups. More intensive efforts to determine the nature of and interrelationships between behavioral, achievement, and socioeconomic variables with methodological refinement is recommended. (Author/JS)

**ED 068 494** TM 001 830

*Mercer, Jane R. Smith, Joyce M.*

**Subtest Estimates of the WISC Full Scale IQ's for Children.**

National Center for Health Statistics (DHEW), Rockville, Md.

Report No—DHEW-HSM-72-1047

Pub Date Mar 72

Note—55p.; Vital and Health Statistics-Series 2-No. 47

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Age, Caucasian Students, Children, Elementary Grades, Ethnic Studies, *Factor Analysis, *Intelligence Tests, Mexican Americans, Negroes, *Performance Tests, Predictive Ability (Testing), Racial Composition, Racial Distribution, Socioeconomic Status, Testing, *Test Reliability, Test Validity, *Verbal Tests

An intensive analysis of the relative value of using the Vocabulary and Block Design subtests of the Wechsler Intelligence Scale for Children (WISC) to predict Full Scale IQ based on six verbal and five performance WISC subtests was conducted. The tests were administered to 1,310 6 to 11 year old Anglo, Negro, and Mexican-American school children. Separate analyses were performed by sex, age, and socioeconomic level for each of the ethnic groups. The findings support the results from other studies, that is, that Mexican-American children do relatively better on the performance than on the verbal tests. It is noted that the size of the standard error of estimated Full Scale IQ for the Vocabulary and Block Design subtests could lead to misclassifications of individuals in predicting IQ scores of less than 85, 80, and 70 for diagnostic purposes. However, it is suggested that both scores could be used to provide estimated IQ scores for groups of individuals. It is concluded that no other combination of two WISC subtests would have produced better overall predictions for all three ethnic groups. The sum of the scaled scores for the Vocabulary and Block Design subtests correlated .880 with Full Scale IQ. (Author)

**ED 068 495** TM 001 831

*Alkin, Marvin C. Klein, Stephen P.*

**Accountability Defined. Evaluating Teachers for Outcome Accountability.**

California Univ., Los Angeles.

Pub Date May 72

Note—11p.

Journal Cit—UCLA Evaluation Comment; v3 n3 p1-11 May 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Achievement, Academic Performance, Cost Effectiveness, *Definitions, *Educational Accountability, Education Vouchers, Effective Teaching, Evaluation Criteria, Evaluation Techniques, Institutional Role, National Norms, Performance Contracts, Performance Criteria, Principals, School Responsibility, Standardized Tests, Teacher Evaluation, Teacher Rating, Teaching Skills, Test Reliability, Test Validity

In Part I of this report, educational accountability is viewed as being composed of three types. They are: goal, program, and outcome accountability. In addition, three accountability schemes which are considered exemplary of the kinds of proposals presently made and which cover a broad range of accountability types are also discussed. The schemes are: the voucher plan, performance contracting with an external contractor, and performance contracting with a teacher. In Part II, it is suggested that traditional methods of evaluating teachers are not adequate. For example, it is felt that principals' judgments are usually too subjective to provide valid data while standardized tests are often too insensitive to student performance on the specific goals and objectives of a given educational program. It is suggested that student performance on relevant measures be used as the primary basis for a teacher evaluation system. The steps needed for instituting two potentially effective systems--an objectives-based approach to outcome accountability and performance tests--are described along with their advantages and limitations. The difficulties of implementing any kind of an evaluation system are considered as well as how these difficulties might be overcome if the focus of the approach is on the improvement of teacher skills and educational practices. (Author/JS)

**ED 068 496** TM 001 833

*Crocker, A. C.*

**Statistics for the Teacher or How to Put Figures in Their Place.**

Pub Date 71

Note—147p.

Available from—Penguin Books, Inc., 7110 Ambassador Road, Baltimore, Maryland 21207 ($1.45)

**Document Not Available from EDRS.**

Descriptors—Achievement Tests, Analysis of Covariance, Analysis of Variance, Aptitude Tests, Books, Correlation, Item Analysis, Ratios (Mathematics), Standard Error of Measurement, *Statistical Analysis, *Statistics, Teaching Guides, *Test Reliability, *Test Validity, *Textbooks

A nontechnical approach to statistics is presented. The examples and illustrations have been drawn from the classroom and the needs of teachers who wish to measure and understand the progress of their pupils. The areas covered include the following topics: (1) different forms of average, middle value, dispersion of data around the average, and the use of graphs in displaying numerical information; (2) tests, their reliability and validity, and how to analyze test items; (3) marking and standardized scores; and (4) correlation, standard errors, and significance tests. Practice questions including the answers are provided, along with square root tables, chi-test tables, an index of formulae, and an index of possible needs. (Author/JS)

**ED 068 497** TM 001 834

*Murray, Beulah B.*

**Individualized Amelioration of Learning Disability Through Parent-Helper-Pupil Involvement. Final Report.**

Austin Peay State Univ., Clarksville, Tenn.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—Proj-1-D-032

Pub Date Apr 72

Grant—OEG-4-71-0061

Note—79p.; See TM 002 080

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Analysis of Covariance, Analysis of Variance, Educational Responsibility, Grade 2, *Grade Equivalent Scores, Individualized Instruction, Learning Disabilities, Learning Motivation, *Parent Participation, Parent Responsibility, Parent Role, Parent Teacher Cooperation, *Reading Difficulty, *Remedial Instruction, Remedial Reading

Identifiers—Oral Reading Inventory

The study assessed the feasibility of training parents to ameliorate their children's learning disabilities in the area of reading. Parents were instructed in teaching their own children. Differences in gain scores and learning rate on the reading instruments tested the hypotheses of efficacy of parental help for 26 second graders. Treatment included diagnosis, teaching the parents personality theory, learning theory, and reading methodology, demonstration lessons with children, and parents teaching their children in 12 one-hour practicums. Analyses of variance and covariance on the California reading grade equivalent scores and percentiles failed at the .05 significance level. Percentile rank by the one-tailed t test using the paired difference method approached significant rank loss for controls at the .10 level. Improvement on learning rate for the 14 experimental subjects was significant at the .001 alpha on the Oral Reading Inventory using the t test, paired difference method. Gain scores on inventories were significant at the .005 level by variance and covariance analyses. It is concluded that the findings indicate that some parents can be good remedial resources for their children's learning difficulties. (Author)

**ED 068 498** TM 001 835

*Pike, Lewis W. Evans, Franklin R.*

**The Effects of Special Instruction for Three Kinds of Mathematics Aptitude Items.**

Educational Testing Service, Princeton, N.J.

Report No—CEEB-RB-72-19; CEEB-RDR-71-72-7

Pub Date May 72

Note—86p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Admission Criteria, *Aptitude Tests, Grade 11, Instructional Design, Instructional Programs, *Instructional Systems, Mathematical Concepts, *Mathematics Instruction, Post Testing, Pretests, *Secondary School Mathematics, Sex Differences, *Statistical Analysis

Identifiers—Scholastic Aptitude Test

A differential instructional program was developed for each of three mathematics aptitude item formats to determine the relative susceptibility of each to special instruction. High school juniors were given a pretest that included items of each format and a parallel form as a posttest several weeks later. Between the pre- and posttests, experimental subjects received instruction in one of the three formats; controls received no special instruction. Pre- to posttest gains were analyzed using a two-way multivariate covariance analysis. The six dependent variables were the geometry and nongeometry posttest scores for each of the item formats. The seven covariates included the pretest scores corresponding to the six dependent variables and the Scholastic Aptitude Test-Verbal pretest score. Results of the statistical analysis showed that each of the three formats was susceptible to the special instruction directed toward it. The complex or novel item formats seemed to be more susceptible than the more straightforward item format. Female subjects tended to benefit less from the instruction than male volunteers. Mean gains of nearly one full standard deviation obtained by the "complex" format groups were considered to be of practical consequence and likely to influence admissions decisions. It is concluded that instruction was effective in two ways: subjects seemed to have learned a systematic approach to the item format and some basic mathematical concepts. (Author)

**ED 068 499** TM 001 836

*Hartman, Allan S.*

**Problems and Issues in Using Volunteer Researchers in Assisting Community and Citizens Groups: The Boston Experience.**

Pub Date 72

Note—8p.; Presentation at symposium of AERA Annual Meeting, 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Community Involvement, *Educational Improvement, *Educational Researchers, Program Evaluation, *Voluntary Agencies, *Volunteers

Identifiers—*Boston Network for Better Education

The Boston Network for Better Education, with the primary aim of bringing together researchers and community groups seeking to improve schools, is described as to its approach in recruiting and utilizing volunteers. Volunteers were solicited from lists of educational researchers in the Boston metropolitan area, and an attempt was made to identify community groups who would be the recipients of the Network's efforts. Volunteers for International Technical Assistance (VITA) was given charge of the program after initial efforts by the Network had produced little in the way of desired results. The Network volunteers have been involved in assisting a community school in program development and in planning for after-hours use of the school; in providing information on preschool programs; and in assisting an inner-city parochial school with Title I negotiations. (DB)

**ED 068 500** TM 001 837
*Young, Jon I. Young, Kent L.*
**Model for Instructional Validation.**
Pub Date [72]
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Evaluation Methods, *Instructional Materials, *Measurement Techniques, Models, *Program Effectiveness, Reliability, Research Methodology, Technical Reports, *Validity
Identifiers—*Instructional Validation
Two general areas of instructional validation are discussed: internal validation, which occurs within the framework of a single environment, and external validation, which involves the comparison of two different environmental frameworks. Several sample and basic designs are presented which may be used to validate instructional material. Two studies are then presented wherein data was collected to examine the usefulness of specific instructional procedures. Some comparisons are emphasized regarding internal and external validation procedures, although they both result in important data. Chief among these is the fact that internal validation occurs under strict controls, but the information acquired is only conclusive for the system in which the research occurs; external validity studies offer more generalizable results, but the conclusions cannot be as definite. For internal validation the test may be specifically designed to fit the system, but for external validation the test must be standard for both systems. A combination of designs may be used to validate instructional material both internally and externally in the same process in order to measure the lasting effect of the instruction. (Author/LH)

**ED 068 501** TM 001 838
*Young, Jon I.*
**Model for Competency-Based Evaluation.**
Pub Date [72]
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Evaluation Methods, *Measurement Instruments, *Models, Performance Tests, Research Methodology, Technical Reports, *Test Reliability, *Test Validity
Some theoretical concerns for competency-based evaluation instruments are discussed, and means of examining these instruments for validity and reliability are presented. The areas of concern include descriptions of the behavior, the level of response, and the nature of the evaluation. Two different types of instruments are examined to determine the validity and reliability of each in directly and indirectly evaluating a process. The first instrument indirectly evaluates an ability to classify four types of questions: memory, convergent, divergent, and evaluative. The data were collected by an objective test with a standard criterion. The second instrument, a rating form, measures microteaching (a process) directly without a standard criterion. The data indicate that these instruments have potential for giving accurate evaluations. (Author/LH)

**ED 068 502** TM 001 839
*Kristof, Walter*
**An Extension of the Reliability Concept to Vector Variables.**
Educational Testing Service, Princeton, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—RB-72-7
Pub Date Feb 72
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bulletins, Factor Analysis, *Mathematical Applications, *Measurement Techniques, Research Methodology, *Test Interpretation, *Test Reliability
Identifiers—Vector Variables
The coefficient of precision type of reliability originally defined for scalar variables is generalized to vector variables and named vector reliability. The new coefficient ranges from zero to one. Additional basic properties of vector reliability are derived. Vector information is defined as a simple function of vector reliability. A number of properties of vector information are demonstrated in order to justify its use as a measure of information contained in a vector variable. Two applications are appended by way of illustration. (Author)

**ED 068 503** TM 001 840
*McWilliams, Spencer A.*
**Primary Mental Health Project: Appendix B, Process Activity Forms; Manual for Use, Including Instructions and Examples; Appendix C, Referral Category, Manual for Use, Including Instructions and Examples; and Appendix D, Derivation of Aide Characteristic Factor Scores.**
Pub Date Oct 70
Note—34p.
Journal Cit—Journal of School Psychology; v10 1972 (in press)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Developmental Psychology, *Handicapped Children, Interaction Process Analysis, *Intervention, *Manuals, *Measurement Techniques, *Mental Health Programs, Nonprofessional Personnel
Identifiers—*Appendixes
Three appendixes, B, C, and D, to an article titled "A Process Analysis of Nonprofessional Intervention with Children," are manuals for the use of Process Activity Forms and for Referral Category Rating, including instructions and examples of both and Derivation of Aide Characteristic Factor Scores. (LH)

**ED 068 504** TM 001 842
*Carstens, Arthur And Others*
**Local District and School Report: Explanatory Materials. The Third Report of the 1971-1972 Michigan Educational Assessment Program.**
Michigan State Dept. of Education, Lansing.
Pub Date May 72
Note—51p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Achievement, *Comparative Testing, Data Analysis, *Educational Testing, Grade 4, Grade 7, Norms, State Programs, Statistical Data, Tables (Data)
Identifiers—Michigan Educational Assessment Program
Third in the 1971-72 series, the report provides local school district officials with information regarding their own school districts and its schools as assessed by the Michigan Educational Assessment Program. The information can assist local officials in making decisions regarding the allocation of resources and the design of educational programs. It also provides a general indication of areas within the local school district which may need closer study. Specific evaluations of the areas so identified can be initiated by local school people. The three sections of the report present (1) precautions and statistical terms necessary for the interpretation of the educational assessment data; (2) listing of educational assessment measures and a description of the district and school reports; and (3) norm tables and education profiles. (LH)

**ED 068 505** TM 001 843
*Fitzgibbon, Thomas J.*
**The Use of Standardized Instruments with Urban and Minority-Group Pupils.**
Harcourt Brace Jovanovich, Inc., New York, N.Y.
Pub Date [71]
Note—9p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Evaluation Methods, Measurement Instruments, *Minority Group Children, Norm Referenced Tests, *Standardized Tests, Test Bias, *Test Construction, Test Results, *Test Validity, *Urban Youth
Identifiers—Harcourt Brace Jovanovich Test Department
The position of the Harcourt Brace Jovanovich Test Department is set forth for the use of standardized instruments with urban and minority group pupils. Concern is with the effectiveness and usability of the instruments by the organization that published them. Renewed and intensified attention is given to certain aspects of the traditional test-development enterprise to ensure the appropriateness of the instruments in view of concern and controversy about testing in relation to various social issues. Some examples are given of specific ways in which the test development procedures have been modified in relation to the matter of content validity. Other areas of concern include appropriate norms as a national frame of reference and testing in written or dictated English pupils whose native language is not English. It is felt that the responsibility of test publishers includes the consideration of test interpretation and use of test results, and efforts in these areas are being expanded. A short list is included of additional publications concerned with the question of effective communication of standardized test information to the community. (LH)

**ED 068 506** TM 001 844
*Andersen, Erling B.*
**A Computer Program for Solving a Set of Conditional Maximum Likelihood Equations Arising in the Rasch Model for Questionnaires.**
Educational Testing Service, Princeton, N.J.
Report No—RM-72-6
Pub Date May 72
Note—53p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Computer Programs, Data Processing, Evaluation, Goodness of Fit, *Mathematical Models, Measurement Techniques, Models, *Programing, *Questionnaires, Research, *Statistical Analysis, Technical Reports, Test Interpretation
Identifiers—*Rasch Model
A computer program for solving the conditional likelihood equations arising in the Rasch model for questionnaires is described. The estimation method and the computational problems involved are described in a previous research report by Andersen, but a summary of those results are given in two sections of this paper. A working example is also provided to help the reader understand different computational steps of the program; these include (1) defining properties of the model, (2) computing estimates of the item parameters by taking the conditional distribution of the total set of responses given the individual score vectors as the likelihood function, (3) applying a goodness-of-fit test based on a grouping of possible score vectors, (4) developing technical, input-output, and main subroutines. Numerical examples are given of two actual executions of the program. The appendix, comprising nearly half of the report, lists the main program and subroutines. (LH)

**ED 068 507** TM 001 845
**The Certificate of Secondary Education Trial Examinations: Handicraft.**
Schools Council, London (England).
Report No—Exam-Bull-13
Pub Date 66
Note—38p.
Available from—Her Majesty's Stationery Office, 49 High Holborn, London W.C.1, England (S.O. Code No. 27-364-13, 2 shillings 6 pence net)
**Document Not Available from EDRS.**
Descriptors—Correlation, Design Crafts, *Evaluation Criteria, *Handicrafts, Item Analysis, Predictive Measurement, *Secondary Grades, Statistical Data, Student Evaluation, Teacher Attitudes, *Test Construction, Test Results, Tests
Identifiers—England
These trial examinations in handicrafts for certification in secondary education in England are similar to previously published trial examinations in religious knowledge, experimental exams, and the place of the personal topic in history. Half of the booklet deals with (1) the trial examination's history and description, (2) details of the examinations: teachers' estimates, craft planning and practice, theory papers, and personal study; (3) statistical analysis, including data on the structure of the examination, general points about the efficiency of examining, and results of testing on craft planning and practice, theory and craft background, personal study, and the examination as a whole; and (4) general discussion. The remainder of the report consists of appendixes on correlations of aspects of the candidates' work in woodwork and metalwork, distribution of total impression of 3 marks, reliability estimates, item appraisals, translations of candidates' rank order into scores, trial examination papers, and estimating and marking sheets. (For related documents, see ED 049 096, 961, 962.) (LH)

**ED 068 508** TM 001 846
*Butler, F. Coit*
**Learning for Mastery: A Formative Evaluation Quiz to Test Your Knowledge of Bloom's Concepts.**
Report No—T-TE-15
Pub Date 71
Note—23p.; Chapter 3 of "Handbook on Formative and Summative Evaluation of Student Learning," McGraw-Hill, 1971

Available from—Van Valkenburgh, Nooger & Neville, Inc., 15 Maiden Lane, N.Y., N.Y. 10038 (with reprint: 1-5 copies, $.40 each, 6-20 $.35, 20+ $.30; without reprint: 1-5 copies $.30 each, 6-20 $.25, 20+ $.20; $1.00 postage)
**Document Not Available from EDRS.**
Descriptors—Autoinstructional Aids, Educational Objectives, Educational Philosophy, *Evaluation Methods, Feedback, *Formative Evaluation, *Grading, Higher Education, Learning Processes, Reinforcement, Remedial Instruction, Secondary Grades, Student Attitudes, Teaching Techniques, *Testing, *Tests
Identifiers—*Bloom (Benjamin S)
A new Formative Evaluation Test on Bloom's paper "Learning for Mastery" is presented. The self-instructional quiz has the principles of mastery learning in it, features instant knowledge of results coupled with prescriptive feedback, and has a non-punitive student self-scoring and item-of-difficulty identification system. It should be an effective exercise for indoctrination in the important concepts of the Bloom learning philosophy and in the implementation of formative evaluation testing. The test packet comes complete with a reprint of the Bloom article and is suitable for use as a class demonstration/experiment for education or psychology students. (LH)

**ED 068 509** TM 001 847
*Gulliksen, Harold*
**Research on Mathematical Techniques in Psychology. Final Report.**
Educational Testing Service, Princeton, N.J.; Princeton Univ., N.J.
Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Report No—ETS-RM-71-12
Pub Date Jun 71
Note—24p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Attitude Tests, Calculation, *Computer Programs, Concept Formation, Creativity, Factor Analysis, Learning Processes, Measurement Techniques, Psychology, *Psychometrics, *Publications, *Research Projects, Sensory Experience, *Statistical Studies, Testing
Mathematical techniques are developed for studying psychological problems in three fields: (1) psychological scaling, (2) learning and concept formation, and (3) mental measurement. Psychological scaling procedures are demonstrated to be useful in many areas, ranging from sensory discrimination of physical stimuli, such as colors, sounds, etc., through more complex stimuli, such as abstract qualities and concepts, including those involved in job preferences and optimality judgments. Learning and concept formation studies are concerned with the relative effectiveness of different procedures, with developing and testing different theoretical learning formulations, and with the estimation of parameters of learning curves to give more meaningful analyses of learning data. Work in mental measurement is concerned with development of better measurement procedures and with new tests for abilities, such as concept formation and creativity. Several factor analytic studies of mental ability and learning measures establish that abilities are involved in learning tasks that are different from those measured by aptitude and achievement tests. (Author/LH)

**ED 068 510** TM 001 848
**TM News.**
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Pub Date [71]
Note—22p.; v1: n1, n2, n3, n4, n5, n6
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bulletins, *Clearinghouses, Documentation, *Evaluation, Information Dissemination, *Measurement, *Newsletters, Publications, Resource Centers, *Tests
Six newsletters from the ERIC Clearinghouse on Tests, Measurement, and Evaluation survey various activities in the field. Articles are presented on the scope of ERIC/TM, major American Educational Research Association addresses available on tape, new terms in the Thesaurus, Clearinghouse services, selected input of new documents in the system, exhibits and publications, the establishment of a new magazine (Learning Today), testing programs, faculty evaluation, comprehensive achievement monitoring, and procedures for ordering ERIC documents. The greatest space is given to the new input sections, which cite available documents, with a brief abstract of each. (LH)

**ED 068 511** TM 001 849
**TM News.**
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Pub Date Apr 72
Note—4p.; v2 n1
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Achievement, Bibliographies, Bulletins, *Clearinghouses, Data Collection, Documentation, *Early Childhood Education, Information Dissemination, *Newsletters, Publications, Resource Centers, *Testing
The newsletter from the ERIC Clearinghouse on Tests, Measurement, and Evaluation surveys recent activities in the field. Articles are included on the establishment of a new publication dedicated to the interests of research and development in education; exhibits at the annual meeting of the American Educational Research Association; and a new researcher's bibliography. The bulk of the newsletter is devoted to a review of recent significant input at the clearinghouse. Topics of this input are comprehensive achievement monitoring, performance contracting, testing, and early childhood education. (LH)

**ED 068 512** TM 001 850
*Popham, W. James*
**The Seamy Side of Educational Development.**
Pub Date Apr 72
Note—9p.; Paper presented at symposium of annual meeting of American Educational Research Association (Chicago, Illinois, April 3-7, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Development, *Instructional Design, *Instructional Programs, *Material Development, Speeches
Some negative features of instruction development are considered, with focus on four major error syndromes associated with current instructional development activities. The first, Immoderate Aspirations, deals with developers who attempt to accomplish goals which are beyond the capabilities of current development expertise. The second, Feedback Fetishes, considers developers who feel duty bound to let the learner know that his responses are correct or incorrect, and to do so with flair. The syndrome of the Simulation Craze described the activity of the developer who devised a game which would also aid the learner in accomplishing some worthwhile instructional objective. The final syndrome described is entitled "Site Visit Spectaculars," dealing with the "site visits" to development agencies by the Federal agencies upon which they are dependent for financial support. (LH)

**ED 068 513** TM 001 851
**National Assessment Measuring American Education.**
Education Commission of the States, Denver, Colo.
Pub Date 72
Note—36p.
Journal Cit—Compact; v6 n1 Feb 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Achievement, Educational Objectives, Evaluation Criteria, *Measurement Instruments, *National Competency Tests, Periodicals, *Program Effectiveness, *Student Evaluation, Testing
Identifiers—*National Assessment of Educational Progress
A selection of articles on National Assessment of Educational Progress, which measures American education, is presented with varying points of view. The introductory editorial reflects on the progress of National Assessment in measuring learning and in achieving its goal of sound rational decisions about the future of American education. The following articles deal with reasons for evaluating education, some values of assessment, industry as a consumer, the significance of National Assessment as compared to ordinary standardized tests, the first results, technical giants of the project, a layman's view, the possibility of changing American education, making the data work, trends in State assessment, and program support. Comments and quotes by individuals and publications about the program are also included. (LH)

**ED 068 514** TM 001 852
*Helper, John W.*
**An Assessment of Learner Needs in Colorado, School Year 1970-1971.**
Colorado State Dept. of Education, Denver.
Pub Date May 72
Note—111p.
Available from—Colorado Dept. of Education, Denver, Colo., AE-26, 1M ($1.00; free to Colorado Public Schools)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Academic Ability, Community Responsibility, *Educational Needs, Evaluation Criteria, Grade 3, Grade 6, Grade 9, Grade 12, *Learning Readiness, Program Effectiveness, Research Methodology, State Programs, Statistical Data, Student Attitudes, *Student Evaluation, Test Results
Identifiers—*Colorado
The needs of students in the public schools of Colorado are reviewed in a report that contains two types of information: (1) descriptions of some educational outcomes commonly desired in Colorado, as found in statements of goals and objectives; and (2) descriptions of student performance on the assessment inventory given in the spring of 1971. Results of pupil performance on assessment exercises are given for language skills, learner self-concept, social knowledge and skills, health information, and music appreciation. There are instances throughout where students have acquired certain skills, knowledge, and attitudes, and some instances where they have not. The statewide findings should be interpreted by local district personnel in terms of specific objectives for their school programs. (LH)

**ED 068 515** TM 001 876
*Tinsley, Howard E. A. Dawis, Rene V.*
**The Equivalence of Semantic and Figural Test Presentation of the Same Items.**
Minnesota Univ., Minneapolis. Center for the Study of Organizational Performance and Human Effectiveness.
Spons Agency—Office of Naval Research, Washington, D.C.
Report No—TR-3004
Pub Date Jan 72
Note—26p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adults, Comparative Analysis, Item Analysis, *Multiple Choice Tests, Research, *Semantics, Statistical Data, *Test Bias, *Test Construction, Test Results, *Visual Measures
A 30-item multiple-choice word analogy test and a corresponding 30-item picture analogy test (in which the pictures corresponded to the words in the word analogy test) were administered to 289 Civil Service employees. The equivalence of semantic (word) and figural (picture) test presentation of the same items was determined by comparing the responses of the same subject to the same item. Proportion of correspondent responses (both correct or both wrong) ranged from .69 to .91 with a median of .84. Correlation between scores on the two test forms was .86. Over 84% of the subjects gave correspondent responses with greater than chance frequency. Score distributions were practically identical. It was concluded that semantic and figural parallel test forms can be constructed. (Author)

**ED 068 516** TM 001 877
*Tinsley, Howard E. A. Dawis, Rene V.*
**A Comparison on the Rasch Item Probability with Three Common Item Characteristics as Criteria for Item Selection.**
Minnesota Univ., Minneapolis. Center for the Study of Organizational Performance and Human Effectiveness.
Spons Agency—Office of Naval Research, Washington, D.C.
Report No—TR-3003
Pub Date Jan 72
Note—22p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Students, *Correlation, *Evaluation Criteria, Goodness of Fit, Higher Education, *Item Analysis, Mathematical Models, Multiple Choice Tests, *Probability, Research Methodology, Semantics, Statistical Data, *Test Construction, Visual Measures
Identifiers—*Rasch Model
Selection of items for analogy tests according to the Rasch item probability of "goodness of fit" to the model is compared with three commonly used item selection criteria: item discrimination, item difficulty, and item-ability correlation. Word, picture, symbol and number analogies in multiple choice format were administered to several hundred college students. Analysis showed that Rasch item probabilities of .05 and .01 are more lenient (in terms of proportion of items rejected) criteria than commonly used

criteria (item difficulty of between .10 and .80, item discrimination of .20, item-ability correlation of .20). Results also showed only a moderate amount of overlap among the four criteria, with the Rasch item probability and item discrimination being the most similar, and item difficulty and item-ability correlates being the most dissimilar. (Author)

**ED 068 517** TM 001 878
*O'Reilly, Robert P. Gorth, William P.*
**Alternatives to Accountability: Stool Pigeon Versus Servant and Soulmate.**
Pub Date Oct 71
Note—22p.; Paper prepared for the Annual Conference of the Educational Records Bureau (New York, Oct. 28-29, 1971)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Achievement, Behavioral Objectives, Computer Programs, Curriculum Development, Data Analysis, Data Bases, Decision Making, *Educational Accountability, *Evaluation Methods, *Instructional Systems, Management Information Systems, Scheduling, Speeches, *Teacher Responsibility, Test Construction, Test Results, Tests
Identifiers—Comprehensive Achievement Monitoring
The visible claims of the current accountability movement are examined critically, and an alternative philosophy and a developing system are offered. Areas examined include the psychological implications of accountability philosophies for teaching staff, certain educational measurement problems, and the availability or adequacy of operating systems required to support broad applications of accountability. The alternative philosophy offered focuses on operations for which teachers may legitimately be held responsible, as opposed to the current movement's focus on student outcomes. The comprehensive supporting information system is presented in broad outlines, highlighted by a presentation of an evaluative component called Comprehensive Achievement Monitoring. (Author/LH)

**ED 068 518** TM 001 879
*Jennings, William N.*
**The Reliability and Validity of the Word-Association Test as a Measure of Academic Achievement. Final Report.**
National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—Proj-1-C-043
Pub Date Mar 72
Grant—OEG-3-71-0115
Note—37p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Achievement, *Associative Learning, Cognitive Processes, Data Processing, *Educational Research, *Measurement Techniques, Scoring, Stimulus Devices, Testing, Test Reliability, Tests, Test Scoring Machines, *Test Validity, Word Lists
A simply constructed, psychometrically sound testing procedure which enables the instructor to assess higher cognitive process with respect to the material in questions, and which is amenable to machine scoring, is described. It involves the application of the word association technique long used in psychoanalysis to the classroom setting. The actual testing procedure requires the selection by the instructor of a number of stimulus terms which sample a wide range of the concepts covered in the course. The student is usually required to produce four associatives for each stimulus term, providing sufficient discriminatory power for evaluating student knowledge. After details of the method, its analysis and psychometrics are given, it is concluded that the word-association technique is of sufficient reliability and validity to warrant further investigation. Nearly the entire second half of the report is devoted to appendices on instructor orientation material, lists of stimulus items for each course, sample test, word count, psychometric characteristics, and reliability calculation. (LH)

**ED 068 519** TM 001 880
*Berger, Barbara*
**An Annotated Bibliography of Measurements for Young Children.**
Center for Urban Education, New York, N.Y.
Pub Date Oct 69
Note—53p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Annotated Bibliographies, *Bibliographies, *Early Childhood, *Instrumentation, Kindergarten, *Measurement Instruments, Preschool Children, Reliability, Research Methodology, Scoring, Test Validity
The list of entries in this bibliography represents a selected sample, not an exhaustive one, of assessment instruments for prekindergarten and kindergarten children. Some standard instruments which are commercially available are included, but the majority are research instruments used successfully on an experimental basis by investigators. With few exceptions they are individually administered. The selection covers the major assessment areas in early childhood research, which include measurement techniques geared specifically to the urban child from a low socioeconomic background. Other pertinent considerations include test validity and reliability data, childlike appeal, ease of administration, and scoring. The entries are organized into specific test categories indicating the type of behavior measured, such as: cognitive status, cognitive abilities; memory, attention, and learning; perceptual skills (visual and auditory); reading readiness; techniques for assessing cognitive style characteristics; and personal social development. Each entry is labeled R (research instrument) or C (commercially available), and I (individual administration) or G (group administration). Further information is provided on publishing houses or individuals to contact, in the case of research instruments. (LH)

**ED 068 520** TM 001 881
*Guttentag, Marcia*
**The Relationship Between Inner Versus Outer Locus of Control and Achievement in Black Middle School Children (5th through 8th Grade): A Psychometric and Validity Study.**
Pub Date [72]
Note—40p.; Report to the Carnegie Corporation
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Academic Achievement, Achievement Rating, *Community Control, Cultural Factors, Elementary Grades, Intermediate Grades, *Negroes, *Psychometrics, Questionnaires, Research Methodology, School Community Relationship, *Validity
In order to study the effects of community control in schools on expectancies in black fifth through eighth grade children, five major categories of expectancy were of interest: internal control, group pride, success expectancies, self-esteem, and school attitudes. Focus was on the relationship between inner versus outer locus of control and achievement. Subjects were 980 black urban school children, and the question and answer scales used included the Crandall-Katkofsky-Crandall intellectual achievement responsibility scale, Bialer's locus of control questionnaire, and versions of the Rotter scale for high school students. The study revealed a general factor of personal efficacy, undifferentiated by person or race. There was also a factor of control over other people. These expectancies account for more than 15% of the variance in achievement scores for this age group. (LH)

**ED 068 521** TM 001 882
*Moore, Michael*
**Moderator Effects of Ambivalence in Attitude Measurement.**
Pub Date May 72
Note—7p.; Paper presented to the Midwestern Psychological Association, Cleveland, May 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Attitude Tests, Correlation, *Measurement Techniques, *Rating Scales, *Test Validity, Validity
Two studies investigated some attitude scales' concurrent validity in order to test the view that ambivalence is a moderator of attitude-behavior relationships. A measure of ambivalence was obtained by using pairs of unipolar scales to assess positive and negative attitudes toward a number of objects. When attitudes were correlated with relevant behaviors, the ambivalence variable acted as a moderator by clearly distinguishing between more and less predictable groups of subjects. Thus despite the difference in methodology as well as content, both studies confirmed the major hypothesis that ambivalence toward an attitude object acts as an efficient moderator of predictor-criterion relationships. (Author/LH)

**ED 068 522** TM 001 883
*Shipman, Virginia C. And Others*
**Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study: Structure and Development of Cognitive Competencies and Styles Prior to School Entry.**
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Report No—ETS-PR-71-19
Pub Date Dec 71
Note—265p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Cognitive Development, *Data Collection, *Disadvantaged Youth, *Educational Experience, Evaluation Methods, Item Analysis, *Longitudinal Studies, Preschool Children, Research Methodology
Identifiers—*Project Head Start
In a continuing description of a Head Start longitudinal study, analyses are presented of the interrelationships among individual measures of the child's performances prior to school entry, accompanied by brief descriptions of the tasks and the scores used. Despite the size and extensiveness of the data base, the findings are considered tentative until further data is collected on sociocultural determinants, developmental trends, and other interrelationships. This report describes the interrelationships among certain cognitive, perceptual, and personal-social behaviors of the children, age 4, in the first year of the study as assessed by the initial test battery. Chapters of the report include characteristics of the sample, methodology, results and discussion, and conclusions. Structural analyses of the Year 1 child test data yielded 1) a general ability dimension (i.e., information-processing skills) cutting across contents and operations sampled in the cognitive test battery, and 2) a stylistic response tempo dimension. Descriptions of each of the individual child measures are presented in the appendices, which comprise about half the report. (LH)

**ED 068 523** TM 001 884
*Pfeiffer, Mark G. And Others*
**Cross-Cultural Scaling Studies in the Development of Probabilistic Teaching Performance Criteria Anchored to Utility and Time Scales.**
La Salle Coll., Philadelphia, Pa.
Report No—PL-TR-5
Pub Date 70
Note—49p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Classroom Techniques, *Cross Cultural Studies, Evaluation Criteria, Higher Education, *Models, Norms, *Performance Criteria, Post Testing, Predictive Measurement, *Rating Scales, Teaching Models, Training Techniques
Identifiers—Germany
Previous cross-cultural scaling studies are incorporated into a training and performance model of the classroom teaching job of the college professor. The model, based on German and American data, describes and sets a norm for the improvement of classroom performance. Eight teaching performance factors and a set of seven continua (six predictors and one criterion variable) for the quantification of teaching performance are included in the model. The present studies demonstrate the feasibility of normative teaching performance criteria anchored to physical scales. These scales may be applied to develop teacher training programs, and posttraining performance evaluation programs designed to improve classroom teaching. (Author)

**ED 068 524** TM 001 885
*Young, K.*
**Validation of Individualized Instructional Materials.**
Pub Date [72]
Note—3p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Audiovisual Aids, College Students, Comparative Analysis, *Educational Programs, Educational Strategies, Evaluation Criteria, Higher Education, Instructional Design, *Instructional Materials, Multimedia Instruction, Predictive Validity, *Secondary Education, *Teacher Education, *Validity
Identifiers—Brigham Young University, Individualized Secondary Teacher Education Program, ISTEP
The investigation examined which of four instructional materials or combination of materials

best prepared students to achieve the objective called "Introduction to Instructional Design," which is an optional objective of the Brigham Young University Individualized Secondary Teacher Education Program. The student must identify the premise underlying the Modified General Model of Instruction (MGMI), identify its sequence of steps, and classify written descriptions of the various activities. Several strategies of preparation are possible, and it is these that are to be validated in the investigation: 1) no preparation, 2) watching a film strip accompanied by cassette tape, 3) reading and studying a written description of the MGMI with examples, or 4) using a combination of preparations 2 and 3. By using a posttest-only control group design, it was shown that neither the written materials alone nor the filmstrip/tape alone was as successful as their combination. Of interest was the finding that the results of students using the written materials closely paralleled the scores of students viewing the filmstrip/tape, although neither of the two instructional methods performed well in preparing students to achieve the objective. (LH)

**ED 068 525** TM 001 886
*Loadman, William E.*
**An Inquiry Concerning the Use of Item Sampling as a Method to Reduce Testing Time.**
Indiana Univ., Bloomington.
Report No—EREL-RP-5
Pub Date 72
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Comparative Analysis, Data Collection, Educational Innovation, Elementary Education, Elementary Grades, *Item Sampling, *Measurement Techniques, *Questionnaires, *Research Methodology, Role Perception, Statistical Data, *Time

The procedure of item sampling was employed to reduce the time expenditure of participants when responding to a questionnaire concerned with the implementation of an innovative elementary school project. Approximately 50 student teachers and 42 regular classroom teachers responded to one of two forms of the questionnaire. There was a total of 103 multiple choice questions on each form with 13 questions being common to both forms (a total of 193 different questions). Participation time was reduced from two hours to one hour for each participant. A comparison between the perception of student teachers on form A and B using the common items showed no significant differences; the same result held for the classroom teachers. However, there were differences between the perceptions of student teachers and the classroom teachers. These data were used to estimate and compare the perceptions of both groups for all items for all participants. (Author)

**ED 068 526** TM 001 890
*Flaugher, Ronald L. Rock, Donald A.*
**Patterns of Ability Factors among Four Ethnic Groups. Project Access Research Report No. 5.**
Educational Testing Service, Princeton, N.J.
Report No—CEEB-RDR-71-72; CEEB-RM-72-7
Pub Date Jun 72
Note—13p.; Paper prepared for presentation at the Convention of the American Psychological Assoc. (80th, Honolulu, September, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Ability, Academic Achievement, *Aptitude Tests, *Correlation, *Ethnic Studies, *Factor Analysis, Item Sampling, Japanese Americans, Males, Mexican Americans, Negroes, *Racial Factors, Secondary Grades, Statistical Data, Test Results
Identifiers—*Project Access

Differing patterns of abilities among high school males of four ethnic groups were investigated, as reflected in the interrelationships of scores on a multi-test aptitude battery. If such differences in patterns of ability exist among these groups, their existence and nature should be revealed in the interrelationships of the various test scores for each group. A 9-test Project Access battery was administered, along with a biographical inventory, to 18,000 junior-year students in Los Angeles, Memphis, and Washington, D.C. The ethnic groups studied were Black, White, Mexican-American, and Oriental, and subjects from all four groups were from low socioeconomic backgrounds. The tests measured word meaning, inductive reasoning, comparing mathematical quantities, spatial scanning, reading comprehension, grammar, following complex directions, geometric analogies, and associative memory. Principle axes procedures were applied to the correlation matrices within each ethnic group. The first five components within each group were then rotated, using Varimax procedures. The original correlation matrices are presented in the Appendix. The results of similarity among the factor loading patterns indicate that essentially the same patterns of abilities are demonstrated regardless of the ethnic identity of the examinee. (LH)

**ED 068 527** TM 001 891
*Goolsby, Thomas M., Jr.*
**A Procedure for Testing Teachers for the Improvement of Instruction and Their Scores on Certain Tests.**
Pub Date [72]
Note—4p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Certification, Changing Attitudes, *Educational Improvement, *Evaluation Techniques, *Instructional Improvement, Research Methodology, Teacher Education, Teacher Qualifications, *Teaching Quality, Tests

A procedure for testing teachers anonymously in a rural county in the Southeast aims at improving the quality of instruction and the teachers' scores on the Nelson-Denny Reading Test, ITBS Subtests, and the Otis Lennon Mental Ability Test. Training sessions held afterwards to help teachers focus on outcomes of instruction, their measurement, and the interpretation of scores to students were viewed negatively by the teachers, who at first felt there was no need for testing themselves. There was a change of attitude when facts were presented concerning the great range and low median of their scores. Although the scores did not improve substantially over time, the teachers did apparently function better. The procedure offers a means of supplying teachers with unlimited information about their proficiency in given areas and should be helpful to all school personnel in the improvement of instruction. The results of the testing indicate that at least a third and probably 40% to 60% of teachers are deficient in most of the instructional areas for which they have responsibility, and a significant number have less than average ability. (LH)

**ED 068 528** TM 001 893
*Smith, Richard B.*
**The Development and Evaluation of a Diagnostic Testing Model for Junior High Science. Final Report.**
Northwest Educational Cooperative, Arlington Heights, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Mar 72
Note—56p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Chemistry, Cognitive Processes, *Concept Formation, Criterion Referenced Tests, *Diagnostic Tests, *Hypothesis Testing, Learning Processes, Measurement Techniques, *Models, Science Tests, Secondary Grades, Taxonomy, Testing, Tests, Transfer of Training
Identifiers—Gagnes Taxonomy, Tylers Model

The emphasis in this study is on the development of a diagnostic measurement model for instruction. The content used was junior high science, but the content and subjects were used primarily as a means to an end. The model represents an attempt to incorporate Gagne's learning taxonomy into Tyler's model of the educational act. Focus is on the hypothesis that if a learner can demonstrate the ability to identify new examples of concepts within a verbal statement, all that is required for the learner to gain an understanding of a statement or rule is that he put the concepts together in proper order. Project activities included: (1) structuring a unit of beginning junior high school chemistry beginning with the most basic statement possible and proceeding by adding new statements in such a way that no more than one new concept was added with each statement, (2) constructing a concept test for each of the key concepts within the statement, and (3) constructing a criterion test in which the correct answers involved the positive transfer of the rule or statement. Conclusions include: (1) In nearly every case on the pretest, the number of students demonstrating the ability to transfer the statement increased with the number of concepts attained within the statement; (2) Teaching the specific concepts missed on the pre-test resulted in a significant percentage of the learners being able to transfer the rules and statements which contain the concepts on the post-test; and (3) The data provides for the kind of systematized instruction represented by the model. Two tests are provided (see TM 001 113 - 114). (Author/CK)

**ED 068 529** 24 TM 001 894
*Jacobs, John F. DeGraaf, Carl A.*
**Expectancy and Race: Their Influences upon the Scoring of Individual Intelligence Tests. Final Report.**
Southern Illinois Univ., Carbondale. Dept. of Special Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-1-E-096
Pub Date 14 Mar 72
Grant—OEG-5-71-0043(509)
Note—46p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Attitudes, *Bias, Caucasian Students, Cultural Factors, Elementary Grades, *Examiners, *Intelligence Tests, Minority Group Children, Negroes, *Race Influences, Scoring, Socioeconomic Influences, Statistical Data, Tests, *Test Validity
Identifiers—Wischler Intelligence Scale for Children

A research study is reported which investigated the influence of the variables of race (examiner and child race) and expectancy (high and low) upon the scoring of individual IQ tests. Video tapes of two children (one black, one white, 10 years old, in the 85 to 95 IQ range) being administered the Wischler Intelligence Scale for Children were shown to 32 practicing school psychologists for their evaluations. Half of the psychologists were led to believe the children were brighter than they actually were (high expectancy); the other half, that they were duller (low expectancy). The expectancy and order of child presentation (high-black, high-white, low-white, low-black, etc.) were randomized. The results indicate that in the case of expectancy white and black examiners score children (white or black) in a similar manner; i.e., in the direction of expectancy. Expectancy has the most influence upon scores obtained when children and examiners are of the same race. The implications for psychological examiners are that expectancy of student ability has a predictable influence upon the IQ attributed to that student. The question remains, however, as to whether such a small average difference in IQ scores has any educational significance. (Author/LH)

**ED 068 530** TM 001 895
*Kent, Laura*
**The ACE Office of Research: Its Purposes and Activities.**
American Council on Education, Washington, D.C.
Pub Date 72
Note—33p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Environment, *College Role, College Students, *Data Collection, *Educational Research, Evaluation Methods, Government Publications, *Government Role, Publications, *Student Attitudes
Identifiers—ACE, *American Council on Education

The purposes and activities of the American Council on Education's Office of Research are reviewed, focusing on the overriding issue of the impact colleges have on their students. The Cooperative Institutional Research Program (CIRP), which constitutes the backbone of research activities of the office, is described with regard to its progress, conceptual framework, student information form, and collection and processing of data. Its regular studies are discussed, including impact studies, descriptive/normative ones, studies of the college environment, methodological studies, and theoretical ones. Special projects are also considered, such as those on the evaluation of the academic administration internship program; campus unrest and change; undergraduates, graduates, and faculty at American colleges and universities; disadvantaged students; open admissions at the City

University of New York; and the effects of the dissemination of research findings. Information and data bank services are also outlined, and the uses of educational research are assessed. The final few pages are devoted to a listing of selected publications on the various studies. (LH)

**ED 068 531** TM 001 897
*Hsu, Tse-Chi Boston, M. Elizabeth*
**Criterion-Referenced Measurement: An Annotated Bibliography.**
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—LRDC-72-9
Pub Date Feb 72
Note—25p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Annotated Bibliographies, *Bibliographies, Booklists, *Criterion Referenced Tests, Documentation, *Evaluation Criteria, Instructional Design, *Measurement Techniques
This bibliography is an attempt to assemble and annotate published and unpublished papers, studies, and related articles that have some bearing on criterion-referenced measurement. Conciseness and accuracy are two major criteria in the description of the content of the materials. An attempt was made to avoid critical comment. The 52 items included data from 1913 to 1971, although the majority of them are very recent. The bibliography should be of interest to those working in measurement, individualized instruction, and accountability. (Author/LH)

**ED 068 532** TM 001 898
**Intellectual Maturity of Children as Measured by the Goodenough-Harris Drawing Test: United States.**
Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Spons Agency—Bureau of the Census (DOC), Suitland, Md.
Report No—NCHS-Ser-11-105
Pub Date Dec 70
Note—47p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Age Differences, *Art Expression, Elementary Grades, Evaluation Criteria, *Intellectual Development, Item Analysis, *Maturation, *Measurement Instruments, Norms, *Psychological Tests, Rating Scales, Scoring, Sex Differences, Test Interpretation, Test Results, Tests
Identifiers—*Goodenough Harris Drawing Test, Health Examination Survey
Information is reported on the intellectual maturity of children 6 through 11 years of age in the United States as estimated from the 1963 Goodenough-Harris Drawing Test data obtained in the Health Examination Survey of 1963-1965. Consideration is limited in this first report of a series of reports on these test findings to age and sex differentials. In addition to information from the distributions of raw scores, standard score equivalents and percentile ranks of these raw scores as derived from this highly representative national sample are included. Mean scores were found to be lower than those from Harris' normative data throughout the age range on the Man and Woman Scales for both boys and girls. The differences were found to become progressively greater with age. The variability of scores within each year of age from the present study tends to be slightly less than that in Harris' normative groups, particularly on the drawings of a man by boys. Tables and appendices comprise more than half of the report. (Author/LH)

**ED 068 533** TM 001 899
*Airasian, Peter W. Bart, William M.*
**Tree Theory: A Theory-Generative Measurement Model.**
Pub Date [72]
Note—24p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Algebra, Conceptual Schemes, Mathematical Applications, *Mathematical Models, *Measurement Techniques, *Statistical Analysis, *Theories
Identifiers—*Boolean Algebra
The inadequacies in present measurement models are indicated and a description is given of how tree theory, a theory-generative model, overcomes these inadequacies. Among the weaknesses cited in many measurement models are their untested assumptions of linear order and unidimensionality and their inability to generate non-associational relationships for a given set of empirical events. Tree theory is a measurement model whose intent is the generation and testing of specific logical relationships among empirical events. Tree theory has as its basic mathematical framework free Boolean algebra and employs the multinomial distribution as the basis for its statistical tests. The method of tree theory is described in terms of its Boolean algebraic and statistical procedures. Applications are then cited for the fields of evaluation and developmental psychology. (Author/LH)

**ED 068 534** TM 001 900
*Baker, J. Philip*
**Using Generalizability Theory and Multifacet Designs in the Validation of a Classroom Observation Instrument.**
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SCRDT-RDM-79
Bureau No—BR-5-0252
Pub Date Sep 71
Contract—OEC-6-10-078
Note—17p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Analysis of Variance, Bias, *Classroom Observation Techniques, Data Analysis, *Generalization, Measurement Instruments, *Measurement Techniques, Reliability, *Test Reliability, Test Results, Theories
The usefulness of generalizability theory in assessing the reliability of classroom observation instruments is illustrated, with a new index of reliability, called the coefficient of generalizability, given as an index of how well one can generalize from the instrument to the universe score according to the conditions of observation. Data from an instrument assessing verbal behavior are reanalyzed using generalizability theory. Three raters observed two classes of five student teachers, and three facets (class, occasion, and rater) were specified for study. Analysis of variance yielded the components of variance due to these facets, and ratio of the estimated universe. Score variance to the observed-score variance was computed as the coefficient of generalizability. The possible effect of various hypothetical conditions of observation on the coefficient of generalizability was considered. The results showed the coefficient of generalizability for one rater observing one class on one day was near zero for most of the summary variables for the instrument, but it increased when the number of observers and days of observation were increased. This was directly attributable to rater bias. Different observer training procedures might improve the usefulness of the instrument. (Author/LH)

**ED 068 535** TM 001 901
*Elashoff, Janet Dixon Elashoff, Robert M.*
**Missing Data Problems for Two Samples on a Dichotomous Variable.**
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SCRDT-RDM-73
Bureau No—BR-5-0252
Pub Date Apr 71
Contract—OEC-6-10-078
Note—47p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Comparative Analysis, *Data Analysis, Educational Research, *Evaluation Techniques, *Mathematical Models, Probability Theory, *Research Methodology, *Statistical Analysis
Identifiers—*Monte Carlo Method
The problem of comparing proportions when some data are missing is investigated, and determination is made of what statistical techniques are appropriate under each of several probability models describing the observations likely to be missing. Monte Carlo methods were used to investigate the properties of standard estimators under each of the missing data models. Applying standard techniques which ignore the occurrence of missing observations may yield misleading conclusions. Some tests and estimators are fairly robust to the model for missing data, but others may be seriously affected. If the model for missing observations is complex, the sample information may be insufficient for adequate data analysis. This report is useful since the problem of missing data is recurrent in educational research and may present serious difficulties even for simple problems. (Author/LH)

**ED 068 536** TM 001 902
*Sides Elizabeth Edwards, K. Anthony*
**Testing in a Personalized System of Instruction.**
Pub Date May 72
Note—10p.; Paper presented at the Meeting of the Rocky Mountain Psychological Association (Albuquerque, New Mexico, May 10-12, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Class Management, College Students, *Educational Testing, Examiners, Higher Education, *Proctoring, *Student Testing, *Testing
The testing procedures used in an introductory psychology class at Utah State University are described. Students who had either taken the course earlier or were concurrently enrolled in the class served as testing managers. Rooms were capable of supporting up to 250 students during class time for written exams. "Permits" to take a test have required the signatures of interviewing managers for admission into the testing room and permission to take a particular test. A testing manager's signature was then required for permission to continue through the next set of oral interviews with the interviewing manager. Written exams required a minimum of 90% mastery to pass and oral interviews required a minimum of 100% mastery. Failed exams could be taken at a later time without penalty. A general trend toward maximum testing was shown until the fourth testing week. Following this peak, the trend reverses to form an inverted "U" shape. This effect conflicts with the expectation that a positively accelerated rate of test-taking would occur in a self-paced system of instruction. Current studies are investigating this effect. (Author/LH)

**ED 068 537** TM 001 903
**Scoring Categories and Administration Instructions (Appendix of a Complete Manual for the Draw-A-Classroom Test).**
Toronto Board of Education (Ontario). Research Dept.
Pub Date Apr 66
Note—47p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Art Expression, *Classroom Observation Techniques, *Creativity, *Evaluation Methods, Guides, *Scoring, Student Attitudes, *Test Interpretation
Identifiers—*Draw A Classroom Test
Scoring categories and administration instructions are given for use with the manual for the Draw-A-Classroom Test. The manual, also available, should be consulted if drawings are to be scored. This appendix to the manual is divided into five sections on space, persons, drawing the person, classroom constants, and objects. Specific details of the children's drawings are described, such as line directions and joinings, implied or labelled physical boundaries, shading, appearance of people, size, activity and interaction, use of color, transparency, and perspective. Coding instructions are then given for each detail. General instructions for teachers are also given for administration of the test during a designated test week, stressing the importance of spontaneity of the children's drawings. (LH)

**ED 068 538** TM 001 905
**Grade 12 Standardized Departmental Tests: A Comparison of Norms of Students in the City of Toronto Secondary Schools and Ontario Secondary Schools.**
Toronto Board of Education (Ontario). Research Dept.
Pub Date [61]
Note—68p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Comparative Analysis, Educational Testing, *Grade 12, *Norm Referenced Tests, *Secondary Education, *Standardized Tests, Statistical Data
Identifiers—*Canada

A battery of objective examinations administered to Grade 12 students in Toronto and Ontario consisted of tests designated as Scholastic Aptitude Test (Verbal and Mathematics Sections), World History, Economics, Algebra, and Latin. Norms were prepared on the tests for each of three groups of students: General, Technical, and Commercial. The tests written by the groups were specific to their course. Tabular data is provided for class lists of scores for all students in each school, together with norms for each of the three groups and the percentile ranks. Norms computed for the Toronto schools are recorded in conjunction with the Ontario norms in eleven tables, and a graphic comparison of the norms is made in 15 additional figures. The results are addressed to principals and guidance department heads. Norms of Grade 12 students in Toronto secondary schools diverged frequently from the norms of all Grade 12 Ontario secondary students, with the Toronto students generally scoring higher. (LH)

**ED 068 539** TM 002 020

**Cable Assembler (wirework) 709.884--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-408

Pub Date Feb 68

Note—16p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Unskilled Workers

Identifiers—Cable Assembler, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 540** TM 002 021

**Pants Presser (any ind.) 363.782--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Pub Date Feb 68

Note—13p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Manufacturing Industry, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Unskilled Workers

Identifiers—GATB, *General Aptitude Test Battery, Pants Presser

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 541** TM 002 022

**Coding Clerk (clerical) 219.388--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-410

Pub Date Mar 68

Note—14p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Aptitude Tests, *Clerical Workers, Codification, *Cutting Scores, Evaluation Criteria, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Coding Clerk, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experiment sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 542** TM 002 023

**Carder (dental equip.) 712.887; Assembler (dental equip.) 712.887--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-411

Pub Date Mar 68

Note—10p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Industrial Training, Job Applicants, *Job Skills, Laboratory Equipment, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Assembler (Dental Equipment), Carder (Dental Equipment), GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 068 543** TM 002 024

**Inspector (dental equip.) 712.887; Inspector, Plastic (dental equip.) 712.687--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-412

Pub Date Mar 68

Note—10p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Inspection, Job Applicants, *Job Skills, Laboratory Equipment, Norms, Occupational Guidance, *Personnel Evaluation, Plastics, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Inspector (Dental Equipment)

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 068 544** TM 002 025

**Refrigeration and Heating Mechanic (any ind.) 637.251-010--Technical Report on Development on USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-413R

Pub Date Jun 70

Note—14p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Heating, Job Applicants, *Job Skills, Mechanical Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Refrigeration Mechanics, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Heating Mechanics

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 068 545** TM 002 026

**Assembler, Accessories (elec. equip.; electronics) 729.887--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-414

Pub Date Jun 68

Note—17p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, *Electronic Equipment, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Unskilled Workers
Identifiers—Assembler (Electronic Equipment), GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 546** TM 002 027
**Cross-Validation of the General Aptitude Test Battery and Development of a Weighted Application Blank for Computer Technology Trainee 828.XX.**
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-415; USES-TRR-19a
Pub Date Jan 69
Note—34p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Computer Science, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Trainees
Identifiers—GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 068 547** TM 002 028
**Farm Hand, Dairy (agric.) 1 411.884--Technical Report on Development of USES Aptitude Test Battery.**
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-416
Pub Date Jun 68
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Agricultural Laborers, *Aptitude Tests, *Cutting Scores, *Dairymen, Evaluation Criteria, Farm Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 068 548** TM 002 029
**Telephone Ad Taker (print. & pub.) 249.368--Technical Report on USES Aptitude Test Battery.**
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-417
Pub Date Jun 68
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Publicize, Publishing Industry, Telephone Communications Industry, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Telephone Ad Taker
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimentl sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 549** TM 002 030
**Multi-Moulding Unit Operator (dental equip.) 712.884; Heater Operator (dental equip.) 712.884--Technical Report on Development of USES Aptitude Test Battery.**
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-418
Pub Date Jun 68
Note—10p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Equipment Manufacturers, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Dental Equipment, GATB, *General Aptitude Test Battery, Heater Operator, Multi Moulding Unit Operator
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 068 550** TM 002 031
**Traffic Device Maintainer (gov. ser.) 869.884--Technical Report on Development of USES Aptitude Test Battery.**
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-419
Pub Date Sep 68
Note—10p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Equipment Maintenance, Evaluation Criteria, Government Employees, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Traffic Control
Identifiers—GATB, *General Aptitude Test Battery, Traffic Device Maintainer
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 068 551** TM 002 032
**Department Head-Buyer (ret. tr.) 299.138--Technical Report on Development of USES Aptitude Test Battery.**
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-420
Pub Date Jul 68
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Merchandising, Norms, Occupational Guidance, *Personnel Evaluation, *Retailing, Test Reliability, Test Validity
Identifiers—Department Head Buyer, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimentl sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description

of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 552** TM 002 033

**Printing Curricula 65XX; 97XX--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-423
Pub Date Sep 68
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Printing, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 068 553** TM 002 034

**Radiation Monitor (profess. & kin.) 199.187--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-422
Pub Date Sep 68
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Energy, Evaluation Criteria, Job Applicants, *Job Skills, Laboratory Safety, Norms, Occupational Guidance, *Personnel Evaluation, Professional Personnel, Radiation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Radiation Monitor

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 554** TM 002 035

**Diesel Mechanic (any ind.) 625.281--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-423R
Pub Date Jun 70
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Auto Mechanics (Occupation), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Diesel Mechanic, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 068 555** TM 002 036

**Polisher (jewelry) 700.887--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-424
Pub Date Oct 68
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Trainees, Unskilled Workers
Identifiers—GATB, *General Aptitude Test Battery, Jewelry Polisher

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 556** TM 002 037

**Manager, Restaurant or Coffee Shop (hotel & rest.) 187.168--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-425
Pub Date Nov 68
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Dining Facilities, Evaluation Criteria, Food Service, Job Applicants, *Job Skills, *Managerial Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Restaurant Manager

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 557** TM 002 038

**Electro-Mechanical Assembly Curriculum 70XX; 72XX--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-426
Pub Date Nov 68
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, *Electrical Occupations, Electromechanical Technology, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Trade and Industrial Education
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 558** TM 002 039

**Spooler Operator, Automatic (textile) 689.886--Technical Report on Development of USES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-427
Pub Date Dec 68
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Manufacturing Industry, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Textiles Instruction, Unskilled Workers
Identifiers—GATB, *General Aptitude Test Battery, Spooler Operator (Automobile)

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard

deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 559** TM 002 040

**Fourdrinier-Machine Tender (paper & pulp, wallboard) 539.782; Back Tender, Paper Machine (paper & pulp) 534.782--Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-428
Pub Date Jan 69
Note—18p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machine Tool Operators, Manufacturing Industry, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Fourdrinier Machine Tender, GATB, *General Aptitude Test Battery, Paper Machine Back Tender

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 560** TM 002 041

**Rewinder Operator (paper goods) 640.885--Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-429
Pub Date Jan 69
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Manufacturing Industry, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Rewinder Operator (Paper Goods)

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 561** TM 002 042

**Plaster Trimmer (dental equip.) 712.887; Inserter (dental equip.) 712.884--Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-430
Pub Date Jan 69
Note—12p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Inspection, Job Applicants, *Job Skills, Laboratory Equipment, Norms, Occupational Guidance, *Personnel Evaluation, Plastics, Test Reliability, Test Validity, Unskilled Workers
Identifiers—Dental Equipment, GATB, *General Aptitude Test Battery, Inserter, Plastic Trimmer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

**ED 068 562** TM 002 043

**Part Programer, Numerical Control (mach. shop) 11 007.187--Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-431
Pub Date Mar 69
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, Computer Programs, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machine Tools, Norms, Numerical Control, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 563** TM 002 044

**Insulation Worker (const.) 863.884--Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-432R
Pub Date Jun 70
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Air Conditioning, *Aptitude Tests, *Building Trades, *Cutting Scores, Evaluation Criteria, Heating, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Insulation Worker

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 564** TM 002 045

**Airplane Stewardess (air trans.) 352.878--Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-433
Pub Date Apr 69
Note—18p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Human Services, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Transportation, Travel
Identifiers—Airplane Stewardess, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 565** TM 002 046

**Packager, Machine (any ind.) 920.885--Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-434
Pub Date Apr 69
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Unskilled Workers
Identifiers—GATB, *General Aptitude Test Battery, Packager (Machine)

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 566** TM 002 047

**Illustrator (profess. & kin.) 141.081--Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-435
Pub Date Jul 69
Note—17p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, Art Education, *Commercial Art, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Illustrator8111

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 567** TM 002 048

**Dietary Aid (hotel & rest.; medical ser.) 317.877-010--Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-436
Pub Date Jul 69
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, *Dietitians, Evaluation Criteria, Food Service, Hospitals, Hotels, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Dietary Aid, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 568** TM 002 049

**Parking Enforcement Officer (gov. ser.) 375.588--Technical Report on Development of USTES Aptitude Test Battery.**

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-437
Pub Date Jul 69
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Government Employees, Job Applicants, *Job Skills, Norms, Occupational Guidance, Parking Controls, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Parking Enforcement Officer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

**ED 068 569** TM 002 078

*Guthrie, P. D.*

**Measures Pertaining to Health Education: II. Drugs. An Annotated Bibliography.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Report No—ERIC-TM-9
Pub Date Aug 72
Note—46p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Annotated Bibliographies, Attitude Tests, Behavior Rating Scales, *Drug Abuse, Drug Addiction, Health Education, Measurement Techniques, Scoring, Testing, Test Reliability, *Test Reviews, Test Validity

An annotated bibliography of instruments designed to assess attitudes, behaviors, practices, knowledge, and correlations in the area of drugs (other than nicotine and alcohol) are described. Some of the instruments described are for use with general populations of students or adults and others are appropriate only for use with drug addicted or drug-dependent respondents. The annotations provide data on (1) the purpose of the tests; (2) groups for which they are intended; (3) test subdivisions or tested skills, behaviors, or competencies; (4) administration; (5) scoring; (6) interpretation; and (7) standardization. The technical data accompanying each annotation includes only the kinds of norms available and the types of studies performed. (Author)

**ED 068 570** TM 002 079

*Guthrie, P. D.*

**Measures Pertaining to Health Education: III. Alcohol. An Annotated Bibliography.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Report No—ERIC-TM-10
Pub Date Aug 72
Note—55p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Alcoholism, *Annotated Bibliographies, Attitude Tests, Behavior Rating Scales, Health Education, Measurement Techniques, Scoring, Testing, Test Reliability, *Test Reviews, Test Validity

An annotated bibliography of instruments designed to assess attitudes, behaviors, practices, knowledge, and correlations in the area of alcohol are described. Some of the instruments described are for use with general populations of students or adults and others are appropriate only for use with alcohol-dependent respondents. The annotations provide data on (1) the purpose of the tests; (2) groups for which they are intended; (3) test subdivisions or tested skills, behaviors, or competencies; (4) administration; (5) scoring; (6) interpretation; and (7) standardization. The technical data accompanying each annotation includes only the kinds of norms available and the types of studies performed. (Author)

**ED 068 571** TM 002 080

*Murray, Beulah B.*

**Appendix A: Test, Inventory, and Evaluation Forms. Appendix B: Treatment.**

Austin Peay State Univ., Clarksville, Tenn.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—Proj-1-D-032
Pub Date Apr 72
Grant—OEG-4-71-0061
Note—49p.; Not available separately (See TM 001 834)
**Document Not Available from EDRS.**
Descriptors—Evaluation, Grade 2, Informal Reading Inventory, Instructional Programs, Oral Reading, Parent Participation, Parent Reaction, *Reading Difficulty, Records (Forms), Remedial Reading, *Tests, Word Recognition

Appendix A includes instructions and/or evaluation forms for the following: reading assistance application, the Personal Adjustment Inventory, the Informal Word Recognition Test; the Informal Reading Inventory, the Oral Reading Summary, ocular motility testing and scoring, parent form, parent evaluation, parent's evaluation of assistance, and the teacher's preobservation report and postobservation evaluation. Appendix B presents a description of the demonstration lessons for children with reading difficulties, a list of parent teaching handout sheets, and sample outlines and transcriptions of teaching sessions. (JS)

**ED 068 572** TM 002 081

*Goldstein, Leo S. Barrows, Thomas S.*

**The Structure of Three Instruments Intended for Police Selection.**

Educational Testing Service, Princeton, N.J.
Report No—PR-72-14
Pub Date Aug 72
Note—65p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Employment Opportunities, Factor Analysis, *Job Skills, Law Enforcement, *Performance Criteria, *Police, *Predictive Ability (Testing), Statistical Data, *Test Construction

A battery of instruments intended to predict on-the-job performance of patrolmen was administered to civil service police applicants, and the resulting data were factor analyzed. The factor structures which emerge closely resemble the intended structures and appear promising for planned predictive studies of criterion performance on the job. The instruments used include the Police Knowledge Test, Police Opinion Questionnaire, Discretionary Situations, Personality Inventory, and Police Background Information Form. Each instrument appears to tap dimensions of attitude and perception which may be expected to relate to job performance. Since little if any overlap was found, the experimental measures, personality measures, and background variables should be carried into projected studies. (See also ED 058 310.) (Author/LH)

**ED 068 573** TM 002 082

*Echternacht, Gary J.*

**An Examination of Differential Item Response Characteristics for Six ATGSB Candidate Groups.**

Educational Testing Service, Princeton, N.J.
Report No—PR-72-4
Pub Date Aug 72
Note—34p.; Revised edition
**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Caucasian Race, Comparative Analysis, Degree Requirements, *Educational Research, *Graduate Study, Higher Education, *Item Analysis, Masters Degrees, Negroes, *Racial Factors, *Sex Differences, Statistical Analysis
Identifiers—*Admission Test for Graduate Study in Business
Differences in test response characteristics between black and white, male and female groups who took the Admission Test for Graduate Study in Business (ATGSB) in February, 1971, were examined. Three studies were covered: 1) a study of the interactions between the difficulty level of test items and group membership for the above mentioned groups, 2) a comparison of the mean criterion scores for those candidates who omit items, and 3) a comparison of the response randomness of the subgroups involved. Six groups of examinees were studied: black females, black males, fee-free females, fee-free males, white females, and white males. Significant interactions were found for every subsection of the ATGSB. Other conclusions include: more significant results from the race within female comparisons than within male; neither sex was favored over the other in a uniform fashion; neither race was favored uniformly over the other; generally, the white group exhibited the lowest mean criterion scores for those who omit particular items, and the fee-free group exhibited the highest; and there appears to be more randomness of response in the fee-free group than in either of the regular center groups. (LH)

**ED 068 574** TM 002 083
**Making Evaluation Research Useful: A Summary of Proceedings of a Workshop.**
American City Corp., Columbia, Md.
Pub Date 71
Note—99p.; Summary of proceedings of a workshop sponsored by the American City Corp. (March 29-31, 1971)
Available from—American City Corporation (Columbia, Md., HC $5.00)
**Document Not Available from EDRS.**
Descriptors—Books, *City Planning, Community Involvement, *Conferences, *Evaluation Methods, Population Growth, *Research Methodology, Urban Education, Urbanization
The workshop focuses on clarification and planning of how evaluation research can be made useful to policy makers, program designers and analysts, and the day-to-day operators of life support systems in urban affairs. Sections of the book consider the topics: making evaluation research useful; what we expect from evaluation; federal evaluation policy; analyzing evaluation studies; legislative insights; identification of issues; and where do we go from here. Participants were from all over the country. The workshop's aim was to assist civic groups, government officials and urban developers in the definition of emerging issues and opportunities in urban growth and change. Appendixes on the program, participants, and work book lists are included. (LH)

**ED 068 575** TM 002 084
*Beatty, Richard W.*
**A Longitudinal Study of First- and Second-Level Supervision, Job Performance, and the Weekly Earnings of the Hard-Core Unemployed.**
Pub Date May 72
Note—10p.; Paper presented at the annual meeting of the Rocky Mountain Psychological Assoc. (Albuquerque, New Mexico, May 10-13, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Dropouts, *Employment, *Job Satisfaction, Longitudinal Studies, Measurement Techniques, *Performance Factors, *Predictive Measurement, Research Methodology, Salary Differentials, *Supervision, Unemployed, Wages
Over a two-year period this study examined the relationship of two levels of supervision with both the job performance and weekly earnings of the hard-core unemployed (HCU). First- and second-level supervisors were measured on consideration, initiating structure, and social insight. After six months on the job the HCU's perceptions of their first-level supervisor's consideration and initiating structure behaviors were concurrently related to HCU job performance. After two years on the job, the weekly earnings of the HCU were strongly predicted by the six-month perceptions of both first-and second-level supervisory behavior on the consideration and initiating structure dimensions. With both job performance and weekly earnings, consideration was correlated positively and structure negatively. These findings indicate that the relationships with supervisors, particularly early in the HCU's experience with an organization, is indeed related to job success. The positive relationship with consideration indicates that employer's attempts to be successful with the HCU should encourage supervisory styles which are supportive of HCU job efforts, while the negative relationship with structure suggests that supervisors should restrain from imposing structure on a culture which may be unaccustomed to external, rigid demands upon behavior. (Author)

**ED 068 576** TM 002 088
*Carpenter, P. Rapp, M.*
**Testing in Innovative Programs.**
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No—P-4787
Pub Date Mar 72
Note—10p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Diagnostic Tests, Educational Innovation, *Instructional Innovation, *Measurement Techniques, Program Effectiveness, Remedial Instruction, Scoring, Teaching Procedures, *Test Construction, Test Validity
Some thoughts are presented on the appropriate amount of testing in innovative programs in education, the level of test difficulty, and the scoring and recording of test results. Most innovative programs require considerable testing; however, there is a danger of overtesting, which must be weighed against the desirability of obtaining information needed for a meaningful evaluation. Particular importance should be given to 1) selecting standardized norm-referenced tests of the appropriate difficulty in remedial programs; 2) selecting appropriate items for criterion-referenced tests, because their validity depended on accurate diagnostic testing; and 3) proper test administration procedures. (Author/LH)

**ED 068 577** TM 002 092
*Quirk, Thomas J.*
**A Manual for Designing and Conducting Validity Studies Based on the National Teacher Examinations.**
Educational Testing Service, Princeton, N.J.
Report No—PR-72-8
Pub Date May 72
Note—54p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Certification, Computer Programs, Correlation, Data Collection, *Evaluation Criteria, Guides, Higher Education, *National Competency Tests, Standardized Tests, *Teacher Certification, *Test Construction, *Validity
Identifiers—*National Teacher Examinations, Validity Study Service
A detailed outline is provided of the steps necessary to use the Validity Study Service provided by the National Teacher Examinations (NTE) program at Educational Testing Service. It is intended to assist those school districts, teacher-training institutions, and state certification offices that have NTE data to establish a standard system for data collection, to allow for the analysis of the data by means of a common set of computer programs, and to assist the test users in the development of local norms and local correlational studies. The use of testing jargon is minimal, and the concepts that are presented in technical terms are supplemented by listings in the glossary of key terms. Section I of the manual presents a brief discussion of test validity. Section II discusses ways of selecting the sample of candidates to be studied, the choice of predictors and criteria, and the necessity for cross-validation. Section III describes the report that is sent to the institutions who use the computer programs on which this manual is based. Section IV then describes the necessary data collection and coding procedures. (LH)

**ED 068 578** TM 002 093
*Rothenberg, Marilyn*
**Community Involvement in the I.S. 201 School Complex.**
Pub Date [72]
Note—19p.; Paper presented at Eastern Psychological Association Convention
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Community Involvement, Disadvantaged Youth, Elementary Grades, Evaluation Techniques, Facilities, *Family School Relationship, Inner City, *Interaction Process Analysis, *Parent Student Relationship, Primary Grades, Program Evaluation, *School Community Cooperation, Teacher Role, Urban Education
A study of school use and community and professional interaction in a New York school complex evaluated the nature of a community controlled school demonstration project's contact with parents, community, and service organizations on a daily basis. Focus was on the interactions which took place within the school buildings. Three data collection techniques were used: a visitor's survey, an afternoon and evening mapping survey (observational techniques), and the use of archival data, primarily administrative calendars. The data revealed not only a quantitative difference between school complexes, with greater participation seen in this district, but a qualitative difference as well in the visitors' purposes. Parents became more aware of their educational rights and responsibilities, and community professionals were active in the schools. There were many ongoing activities and repeated instances of parents and teachers working together and recognizing the overlap in their goals for children. (Author/LH)

**ED 068 579** TM 002 094
*Pettibone, Timothy J. Diamond, James J.*
**An Incorrect Index of Skewness.**
Pub Date [72]
Note—8p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Correlation, *Mathematical Models, Measurement Techniques, Methodology, Nonparametric Statistics, *Reliability, Research Methodology, *Statistical Analysis, Test Construction, *Test Validity
Checking of parametric assumptions is an often ignored step in the inferential process. A misconception regarding symmetry (one aspect of "robustness") is prevalent: that in nonsymmetric distributions the mean and median are always non-coincidental. It is to this fallacious point that the discussion is directed. A generally accepted index of skewness, as identified in mathematical statistics texts, is the third moment of a random variable around its mean, but this index, sometimes denoted as Beta , is really the average cubed linear z score for a distribution. Thus if the distribution is symmetric, Beta will be zero. By considering two nonsymmetric distributions, further discussion of the point is given. In conclusion, when there is concern about symmetry (for either pedagogical or technical reasons), the data should be plotted and the distribution examined. This inspection technique along with Beta computation will result in a more valid conclusion regarding symmetry. (LH)

**ED 068 580** TM 002 095
*Rogers, R. S.*
**A Consolidated Report on the "Draw-A-Classroom" Test: A Study of the Drawing Behaviour of Children in Toronto Public Schools.**
Toronto Board of Education (Ontario). Research Dept.
Pub Date Apr 69
Note—55p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Art Expression, Childhood Attitudes, Classes (Groups of Students), *Classroom Observation Techniques, Creativity, Elementary Grades, *Evaluation Methods, *Freehand Drawing, Kindergarten, Primary Grades, Student Attitudes, *Test Reliability
Identifiers—Canada, *Draw A Classroom Test
A summary of published reports of the evolution of the "Draw-A-Classroom" Test developed by the Toronto Board of Education is presented along with an extension of the previous literature reviews, an extensive bibliography, and a critical commentary on the test itself. Children's drawings of their classroom are evaluated as a form of communication. Data are reported which examine both the validity of regarding the drawings as projections of personality and the appropriateness of treating the "classroom view" as an instrument for examining the world of the child at school. Although there seems to be no

generally accepted framework for inferring personality through art, its involvement in a process of communication is a constant feature. The Draw-A-Classroom Test may then be of value to both the teacher and the child because of its potential communication value and its use as a non-coded informal procedure to increase rapport and understanding in the classroom. Appendixes are included on the test's administrative procedure, coding framework, and details of time-linked changes. (LH)

**ED 068 581** TM 002 097
*Lehman, Richard S.*
**The Use of the Unknown in Teaching Statistics.**
Pub Date 29 Apr 72
Note—12p.; Paper presented at the EPA Convention (Boston, Mass., April 29, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*College Instruction, Computer Programs, Evaluation Methods, *Instructional Technology, Methodology, *Programed Materials, *Statistical Analysis, *Teaching Techniques
A technique is described for teaching a second course in statistics at the undergraduate level, but is equally applicable to a first course. The procedure involves the use of individualized data sets, computer prepared to student requests. A package of five programs is presented, which generates the data. They include programs for sampling from bivariate and multivariate normal distribution from independent normal distributions for T-tests and one-way analysis of variance cases, generation of data for rank order correlation, and for analysis of variance designs with two or three independent variables. A separate set of hand-outs to the paper illustrates the use of the program for generating data. (Author/LH)

**ED 068 582** TM 002 098
*Johnson, Granville B.*
**A Rating Scale for Master's Orals.**
Pub Date [72]
Note—4p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Achievement Rating, Examiners, Higher Education, *Masters Degrees, *Measurement Instruments, Oral Communication, *Rating Scales, *Student Evaluation, Testing
In view of the necessity for an evaluation instrument with a degree of objectivity for rating the Master of Arts oral examinations, a rating scale is described that requires little additional time on the part of the professor. The scale covers factors of depth and breadth of subject coverage, research, organization, and presentation. The ratings range from very poor to excellent. Using 31 degree candidates as subjects of the investigation, the study revealed that the instrument is a relatively reliable one which deserves further consideration in the evaluation of candidates. (LH)

**ED 068 583** TM 002 099
**U.T.E.S. Interest Check List.**
Manpower Administration (DOL), Washington, D.C.
Pub Date 71
Note—11p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Aptitude Tests, *Career Planning, *Check Lists, Computer Programs, Evaluation Techniques, Guidance, *Interest Tests, *Occupational Tests, Talent, Test Interpretation, *Vocational Aptitude
The revised Oregon metro edition of the U.T.E.S. interest check list for intermediate education aims at helping students decide what kinds of work they would like and lists activities that are found in a broad range of industries and occupations in the nation. Specific instructions advise the student that the check list is not a test and that there is no time limit. A total of 173 activities are listed, and the student is instructed to respond to each of them (like, dislike, or not certain). An interpretation guide for reading the resulting computer print-out defines the vocational areas and subgroups, the student's response patterns, occupational aptitude patterns, and Oregon career education clusters. The check list can be used to guide the student in considering job possibilities and related educational requirements. Interests may, of course, change with more experience or different environment. (LH)

**ED 068 584** TM 002 100
**Interest Check List.**
Bureau of Employment Security (DOL), Washington, D.C.
Pub Date May 67
Note—4p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-268-450, $2.50 per 100)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Aptitude Tests, *Career Planning, Check Lists, Evaluation Techniques, Guidance, *Interest Tests, *Occupational Tests, Talent, *Vocational Aptitude
The original edition of the Department of Labor Interest Check List aims at helping students decide what kinds of work they would like and lists activities that are found in a broad range of industries and occupations. The student is advised to read each of approximately 175 items and indicate how he feels about the activity described by placing a check under "like," "uncertain," or "dislike." He is further advised to then go back and indicate at least three activities that he would most like to do, even if he has no training or experience for them. Responses are evaluated with the student by a counselor. (LH)

**ED 068 585** TM 002 113
*Smith, Richard B.*
**Matter Test.**
Pub Date Mar 72
Note—7p.
Available from—Not available separately; see TM 001 893
**Document Not Available from EDRS.**
Descriptors—*Achievement Tests, *Models, Secondary Grades, *Tests
A test used as a model for evaluating achievement in junior high science is presented. (CK)

**ED 068 586** TM 002 114
*Smith, Richard B.*
**Elements and Compounds.**
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Mar 72
Note—6p.
Available from—Not available separately; see TM 001 893
**Document Not Available from EDRS.**
Descriptors—*Achievement Tests, *Models, Secondary Grades, *Tests
A test used as a model for evaluating achievement in junior high science is presented. (CK)

# UD

**ED 068 587** UD 011 103
*Levine, Daniel U. And Others*
**The Home Environment of Students in a Highly Praised Inner City Parochial School and a Nearby Public School.**
Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.
Pub Date Oct 70
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Achievement, Educational Attitudes, Educational Programs, Elementary Schools, *Family Environment, Family Influence, *Inner City, Institutional Role, Parent Attitudes, *Parochial Schools, *Public Schools, Social Class, Socioeconomic Status, Urban Schools
Identifiers—*Missouri
It is sometimes thought that the innovations needed to make urban schools effective may be somewhat easier to bring about, on the average, in a parochial school than a public school, because it is hypothesized that schools which are not part of a large public school bureaucracy are relatively more free to innovate. If this is true, it is particularly important to scrutinize educational programs in parochial schools in looking for examples of innovative approaches that might be of value in the public schools. The present study was initiated after it was learned that the pupils in an inner city parochial elementary school in Kansas City, Missouri were achieving at a much higher level than normally is attained in inner city schools in big city school districts. In addition to learning something about the particular instructional approaches being implemented in this highly rated inner city parochial school, the purpose of the present study was to determine whether the apparent success of the school could be unequivocally attributed to its educational program as compared with other possible factors that might help to account for the ourstanding performance of its students. These factors include the social class of the family from which the students come, and the degree to which the parents of the students have attitudes supportive of education. (Author/JM)

**ED 068 588** UD 011 300
*Rideout, William M., Jr.*
**The Development of Educational Planning in the Congo (K).**
Pub Date Oct 70
Note—28p.; Paper presented at the Thirteenth Annual Meeting of the African Studies Association, Boston, Mass., October 21-24, 1970
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Administrative Problems, African History, Colonialism, Educational Administration, Educational Development, *Educational History, *Educational Needs, Educational Objectives, *Educational Planning, *Educational Policy, Educational Problems, Educational Resources, Imperialism, Policy Formation
Identifiers—*Democratic Republic of the Congo
The development of the Congo's present formal education system began shortly after Protestant missionaries first entered the region in 1878. A distinct imprint had not been made on educational planning by the colonial government until problems compounded by the First World War demanded attention. A 20-year plan, which rested firmly and comfortably on the present system, was than jointly undertaken by Catholic missionaries and the government. The manpower requirements determined by a school's environment were to dictate the school's curricula. Profound educational reforms occurred after World War II. Educational policy became politically contentious and remained so during much of the last six years of colonial rule. The basic orientation remained education for colonial dependency. Since there was only a period of 18 months--a period of frantic activity--between the decision for, and the accomplishment of, Congolese independence, there was little chance to make modifications which might have begun to decolonialize the system. A government planning office in the Ministry of Education was created in January, 1961, to tackle educational problems with the assistance of seven foreign advisors provided by UNESCO. What has been achieved since 1960 is significant, but since the Congo had never had a history of educational planning, educational planning per se remains to be accomplished. (Author/JM)

**ED 068 589** UD 012 940
**From a Black Perspective: Optimum Conditions for Minority Involvement in Quality Child Development Programming. Revised Edition.**
Black Child Development Inst., Washington, D. C.
Pub Date 71
Note—28p.
Available from—Black Child Development Inst., Inc., 1028 Connecticut Ave., N.W., Suite 514, Washington, D.C. 20036 ($1.00)
**Document Not Available from EDRS.**
Descriptors—Black Community, *Child Development, Community Control, Economic Development, *Educational Legislation, Educational Policy, Educational Programs, Educational Resources, Federal Programs, Financial Support, *Negro Education, Policy Formation, *Program Administration, *Program Development, Resource Allocations
The Black Child Development Institute is guided in its analysis of legislation by an organizational commitment to building child development institutions which meet the comprehensive needs of black children, families, and communities. Its premises are threefold. First, child development must encompass the black child's cognitive, physical, social, and psychological requirements. Second, black people and other minority groups are increasingly aware of the failure of the American educational system, controlled by whites, to prepare minority children for full participation in the society at large. Realizing that the first five years of life are too critical to be entrusted to those for whom the black child's interests may not be predominant, black communities desire control of day care and child development programs. Third, child development

centers can be catalysts for total community development. Communityncontrolled institutions have the potential to facilitate the multiple use of institutional resources for economic and social growth. The series of proposals presented here flow then from the assumption that there is a need for legislative and administrative policies and regulations which will maximize the involvement of black and other minority communities in all aspects of child development programming. (Author/JM)

**ED 068 590** UD 012 945
**Alternate Learning Centers, 1971-1972.**
Hartford Public Schools, Conn.
Pub Date 21 Aug 72
Note—18p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavior Change, Community Involvement, Economically Disadvantaged, Educational Innovation, *Inner City, Learning Motivation, *Program Evaluation, *Secondary Education, Secondary School Students, Self Concept, *Supplementary Educational Centers
Identifiers—*Connecticut, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title III, ESEA Title I, ESEA Title III

In the 1971-1972 school year, the Alternative Learning Center Program, originally funded in the 1970-71 school year under Title I, Elementary Secondary Education Act, was expanded to include eight centers, each intended to serve 25 youngsters. Seven of these centers were operationally funded through carryover funds under the Tydings Amendment to Title I, E.S.E.A. The eighth center was operationally funded under Title III, E.S.E.A. The clientele could be described generally as acting out, underachieving inner-city youngsters in grades eight through 12, who were identified as having some latent degree of academic potential. Designed to provide these secondary school youngsters with nontraditional opportunities to complete their education, the overall program was evaluated in terms of five specific objectives: academic performance, student behavioral change, the development of self-image, and work-study relationships. In terms of the stated criteria, no one objective was attained by the program as a whole. When the data were further analyzed on a team basis, in only one instance did a team attain the criterion level specified, and this on only one of the four test variables presented. It should be noted that the quality and quantity of the data submitted presented an unusual number of problems. (Author/JM)

**ED 068 591** UD 012 946
**Higher Horizons: An Evaluation of an Expanded Team Program.**
Hartford Public Schools, Conn.
Pub Date Jul 72
Note—49p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Compensatory Education Programs, Cultural Enrichment, Economically Disadvantaged, Educational Innovation, *Educationally Disadvantaged, Guidance Services, Inner City, Program Development, *Program Evaluation, Remedial Instruction, *Secondary Education, Self Concept, Student Adjustment
Identifiers—*Connecticut, Higher Horizons

The original Higher Horizons Program or HH 100, was established in 1965 as a ninth grade compensatory model which could be used to demonstrate that some of the more salient ravages of educational deprivation could be corrected effectively, and at the high school level. So as to demonstrate that secondary school compensatory education could continue to be effective, HH 100 became an ever-evolving program. This evolution occurred in terms of the articulation of language remediation, guidance services, and cultural exploration oriented around the several focal areas: (1) HH 100 was to provide an atmosphere in which experimentation, change, and program development could be accomplished in response to the particular learning problems of about 100 selected disadvantaged students; (2) Students were to be helped to adjust not only to a regular school program but also to future program changes as these were to occur; (3) Remediation for specific learning deficiencies was to be provided, particularly in the basic skill areas of reading and language; (4) Available funds, although limited, were to be used to expand the experiential backgrounds of the students; and, (5) The program was necessarily aimed toward an improvement of student self-concept. Here the goal was to facilitate the development of higher educational, vocational, and life style goals. (Author/JM)

**ED 068 592** UD 012 948
**Black/Mexican-American Project Report.**
Houston Council on Human Relations, Tex.
Pub Date Jul 72
Note—57p.
Available from—Houston Council on Human Relations, 629 W. Alabama, Houston, Texas 77006 ($1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Caucasian Students, Ethnic Relations, Integration Effects, *Mexican Americans, Negro Students, *Parent Attitudes, Political Issues, Poverty Programs, Racial Attitudes, Racial Integration, *School Integration, School Surveys, Social Attitudes, *Student Attitudes
Identifiers—*Texas

The Black/Mexican-American Project has two general goals congruent with the purpose of the Emergency School Assistance Program, under which it was funded: (1) to identify points of tension and cooperation between minority students in the Houston Independent School District; and (2) to suggest ways of improving relations between the minorities. So that decision-makers might know more about the effects of desegregation in Houston, the Houston Council on Human Relations has conducted a survey of 142 parents and 1105 students of schools with the sizable number of Mexican-Americans and blacks enrolled. The results of these surveys must be viewed in the context of two overriding circumstances that bear on student and parent attitudes toward desegregation: (1) the desegregation plan, ordered by the Fifth Circuit Court, and (2) discipline in the schools. The results of these surveys imply that, for all else desegregation may have accomplished, it has not resulted in a meaningful contact between racial groups. Most students will prefer to attend a school where their own race predominates, and most parents do not believe desegregation has improved attitudes. The most unfortunate corollary is that mere numerical desegregation has not produced attitudinal desegregation. Groups in a desegregated school still keep to themselves. (Author/JM)

**ED 068 593** UD 012 954
*Walden, Charles*
**Southern Cities–Except Louisville–Desegregate Schools. A Report on Public Schools in Louisville and Major Southern Cities, 1968 and 1971.**
Kentucky State Commission on Human Rights, Louisville.
Pub Date May 72
Note—13p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Bias, Civil Rights, Educational Policy, Elementary School Teachers, Equal Education, Public Schools, Racial Discrimination, Racial Segregation, *School Segregation, School Systems, *Southern Schools, Southern States, *Teacher Employment, Urban Schools
Identifiers—*Kentucky

A comparison of major city school systems in 10 Southern States shows clearly that Louisville has the worst record in both student and faculty segregation. And the very high ratio of black students to black teachers shows that Louisville trails all the other 11 systems in this study in the vital area of hiring black teachers. Four comparisons show just how far Louisville has fallen behind the rest. (1) In 1968, only three of the 11 city school systems included in this report had less segregation of elementary school students than Louisville. Today all have less segregation than Louisville. (2) In 1968, six systems had less segregation of junior high school students than Louisville. Today, all have less segregation than Louisville. (3) In 1968 three systems had less segregation of senior high school students than Louisville. Today, only Atlanta has more segregation. (4) In 1968, only two systems had less segregation of elementary school teachers. Today, all have less segregation than Louisville. There is no evidence that the disparity in curriculum and programs that does exist in Louisville's segregated educational facilities today does not limit educational opportunities for black students. (Author/JM)

**ED 068 594** UD 012 955
*Warner, Mary R. Warner, A. Mack*
**Three Year Report: The Quality of Urban Life.**
Kansas City Commission on Human Relations, Mo.
Pub Date Oct 71
Note—60p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*City Government, City Wide Commissions, Courts, Employment, Health, Housing, Law Enforcement, Mass Media, Police, *Urban Culture, *Urban Education, *Urban Environment, Urban Schools
Identifiers—*Missouri

Three years ago a Commission on Civil Disorder was appointed by former Mayor Ilus W. Davis to study the disturbance that occurred in Kansas City during the week of April 8, 1968. The Final Report of that Commission contained numerous recommendations for "the prevention of this type of disorder and for the establishment of harmonious relations among the people of the city." Among those recommendations was the suggestion that a Task Force be appointed to consider priorities, to consider means of implementation and to report on progress. On February 26, 1969 the Commission on Human Relations was designated by the Mayor as the Task Force to follow-up on the recommendations of the Civil Disorder Report. This report--two years after the Interim Report, three years after the Civil Disorder Report--has been undertaken for two purposes. First, a sufficient period of time has elapsed to allow for most of the policy and program changes originally recommended to have been implemented. Secondly, the recently elected officials of the city government have expressed a need for examining the current status of social conditions in Kansas City in order to explore approaches to further improving those conditions. (Author/JM)

**ED 068 595** UD 012 956
*Gordon, Edmund W.*
**Broadening the Concept of Career Education.**
Pub Date Sep 72
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Education, Communications, *Cultural Factors, Educational Development, Educational Needs, *Educational Objectives, Educational Philosophy, Educational Planning, Educational Strategies, Mass Media, Secondary Education, Self Control, *Social Change, *Technological Advancement, Vocational Education

The advanced technology of modern communications has created a condition in which the contradictions of complex social orders, the atrocities of interpersonal, intertribal, and international conflicts, the inequities inherent in practically all of our social systems, as well as the richness of our cultural and technical accomplishments constantly bombard the human spirit with relentless assault and stimulation. Human beings, accustomed to far simpler social environments, have reacted to these inputs with habituation or adaptation. As these inputs increase in complexity and intensity, the process of habituation is likely to accelerate and the processes of adaptation must become more complex. Under such capacities the survival of man will increasingly depend on his capacity to use his intellectual power to adapt to his changing environment as well as on his ability to adapt the environment to his special needs. Such capacities are likely to be the product of learning experiences designed to cultivate the mind and spirit of man in ways which combine competence in the use of knowledge, compassionate and empathetic appreciation of values, and mastery of selected skills. It is then these three which must comprise the dimensions of career education--education which prepares for continued progress in the life of a person. (Author/JM)

**ED 068 596** UD 012 958
*Watson, Bernard C.*
**Survival, Phase II: Unity Without Uniformity.**
Spons Agency—National Urban League, Inc., New York, N.Y.
Pub Date Jul 72
Note—39p.; paper prepared as an address to The National Urban League Coalition
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Black Community, Black Power, Bus Transportation, Community Control, Edu-

cational Change, *Educational Finance, Equal Education, *Higher Education, Negro Colleges, *Negro Education, *Political Issues, *Public Schools, School Integration, Social Change, Tax Support

If blacks are to have any hope of success in producing favorable social and political change, they must be extremely wary of having too narrow a focus. Blacks cannot waste time in the search for ideological purity, closing out those who happen not to agree on every detail of a specific program. Blacks, together with the other oppressed groups of society, must recognize that the agenda is no less comprehensive than life itself. Education is the focus of this essay, but clearly there are myriad relationships between educational issues and those which are usually considered beyond the scope of a paper on education. Faced with the failure of the public schools and the concommitant continual hostility, insensitivity, or apathy, many blacks have decided that retreat and surrender or individualistic effort are the only courses open. Equal opportunity in education will not become a reality overnight--even if funding increases drastically, even if the busing question is equitably resolved, even if teacher training is improved, even if admission to college is guaranteed to all who wish to apply. Suffice it to say there is work to be done and work enough for everyone who seeks to forward the twin causes of quality and equality. [Parts of this document will not be clearly legible on reproduction due to the print quality of the original.] (Author/JM)

**ED 068 597** UD 012 959

*Yin, Robert K.*

**Participant-Observation and the Development of Urban Neighborhood Policy.**

Southeast Educational Center, Seattle, Wash.

Report No—RAND-R-962

Pub Date May 72

Note—42p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Anthropology, City Government, *City Planning, *Field Studies, Fire Protection, Neighborhood Improvement, Observation, *Policy Formation, *Research Methodology, Research Needs, Social Sciences, Urban Areas, Urban Culture, Urban Slums

Identifiers—*New York City

The urban neighborhood, long of interest to city planners and sociologists, has in recent years become of increasing concern to public policy-makers. This new concern has called attention to a large gap in the municipal policy-maker's information resources. Social scientists have employed a field method, participant-observation, that can potentially provide some of the types of information sought by the policy-maker. Four modifications of this method, intended to make this method more applicable to the needs of the policy-maker, are tested in this study: (1) several neighborhoods have to be studied simultaneously, using the same general research procedures; (2) more than one investigator should study the same area; an economic approach is to have a field worker operating primarily in one area, and secondarily in another; (3) the participant-observer's work can be designed to emphasize the quantification of observable events; and, (4) small-area data, whether available through the census, special surveys, or municipal records, can be used in close conjunction with the field work. To test these four modifications, a field study of seven New York City neighborhoods was designed, with seven participant-observers working in these neighborhoods for a three-month period (the summer of 1970). (Author/JM)

**ED 068 598** UD 012 960

*Lipset, Seymour Martin*

**Group Life in America: A Task Force Report.**

American Jewish Committee, New York, N.Y.

Spons Agency—Zale Foundation, Dallas, Tex.

Pub Date Aug 72

Note—120p.

Available from—Inst. of Human Relations, American Jewish Committee, 165 East 56 Street, New York, N.Y. 10022 ($1.50)

**Document Not Available from EDRS.**

Descriptors—Black Power, Civil Rights, Economic Change, Educational Change, Employment Problems, Ethnic Groups, *Ethnic Relations, *Group Status, *Jews, *Minority Groups, *Political Issues, Racial Discrimination, Social Change, Social Discrimination, United States History

Contents of this book include discussions of the following topics: (1) issues for the 1970s (redefining American pluralism); (2) historic pattern of change (rise and fall of repressive movements); (3) unity in the post-war era; (4) breakdown in consensus (racial equality and black militancy; demand for group rights; anti-war and other protests; white ethnicity revitalized; failure of backlash politics; and attitudes toward political and social institutions); (5) the urban crisis; (6) decline of WASP provincial; (7) the democratic coalition: stable or broken (national coalitions; municipal and state coalitions; shifts in the Roosevelt-New Deal coalition; anti-Catholicism of upper class liberals); (8) crisis of liberalism and political situation of American Jewry (declining Jewish political influence?; Jews and blacks; Jews and conservatives; cleavages in the Jewish community); (9) economic issues and group tensions (income distribution in the U.S.; recomposing the GNP: changing national priorities; welfare reform); (10) education (intellectuals and social protest of the left; education, integration, and black upward mobility; "the culture of poverty": attack on the slums; busing; community control of schools; public support for parochial education; financing higher education); and, (11) meritocracy versus quotas (guidelines for affirmative action). (JM)

**ED 068 599** UD 012 962

*Jablonsky, Adelaide*

**There Are Some Good Teachers of the Disadvantaged. IRCD Bulletin, Volume 8, Number 2, March 1972.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 72

Note—20p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Administrator Attitudes, Behavior Change, Case Studies, Classroom Environment, *Disadvantaged Youth, Student Attitudes, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, Teacher Characteristics, *Teacher Evaluation, Teacher Experience, Teacher Influence, *Teacher Motivation, *Teacher Rating, *Teacher Responsibility, Teaching Methods, Teaching Styles

The purpose of this report is to try to identify some of the characteristics of those teachers most successful in providing a learning environment for their classes, and to describe some of the things which seem to be effective in motivating children to learn and enjoy both the process and the achievement of learning. To find a qualified group of outstanding teachers of the disadvantaged, school systems or projects which in the view of responsible evaluators could be considered successful or promising in educating their problem-burdened populations were identified; and then were identified the specific school unit within those projects which best fulfilled the objectives of the programs. Seven teachers in six different situations in cities across the country were observed. A study of these six cases, a description of which comprises the major part of this report, is considered to give some basis for checking the description of the model presented by the principals of the schools studied of their "-best" teachers. This model was characterized as charismatic, compassionate, intelligent, emotionally mature, hard working, highly creative, and knowledgeable: the model understands the learning process and works well with parents and community people, and has high expectations for achievement by students and demands of herself and them that these expectations be fulfilled. [For related reports, see UD 012 493 and ED 056 133.] (Author/RJ)

**ED 068 600** UD 012 967

*Greeley, Andrew M. Sheatsley, Paul B.*

**Attitudes Toward Desegregation.**

National Opinion Research Center, Chicago, Ill.

Pub Date Dec 71

Note—21p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Black Power, Caucasians, Changing Attitudes, *Ethnic Groups, Ethnic Relations, Lower Class, National Surveys, *Northern Attitudes, *Racial Attitudes, *Racial Integration, School Integration, Social Attitudes, Social Integration, Socioeconomic Status, *Southern Attitudes

Despite the turbulence of the late sixties, attitudes of white Americans towards desegregation continued to change almost as though nothing was happening. Even though there is some evidence in the National Opinion Research Center data of a negative reaction to black militancy, this negative reaction has not impeded the increase in proportion of the American population willing to endorse pro-integration attitudes. The integration of transportation is virtually no longer an issue in the United States. However, integration of schools is still very much an issue, even though now in the North more than eight out of every 10 respondents endorse school integration. Since 1956, the proportion of Southern whites accepting school integration increased by 32 percentage points so that now almost half of Southern whites are in favor of it, and almost three-quarters of the total national population believe in integrated schools. There is no evidence of greater opposition to integration on the part of the white ethnic. However, those "threatened" by blacks with respect to competition for housing and jobs do show a lower level of support for integration. If the extent to which Americans are now somewhat more likely to say that Negroes should not push where they are not wanted is a measure of negative response to black militancy, such a response is fairly evenly distributed in the Northern American population. (Author/JM)

**ED 068 601** UD 012 968

*Greeley, Andrew M.*

**Rethinking Urban Religious Education: The Possibility of Evaluation.**

Pub Date Sep 71

Note—17p; An Essay in a Volume in Honor of Professor Robert Havighurst

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Catholic Educators, Church Programs, Educational Objectives, Educational Programs, *Evaluation Needs, *Moral Values, Parochial Schools, Personal Values, *Religious Education, Research Needs, *Research Problems, *Socialization, Urban Education, Urban Schools

The question of the evaluation of the impact of religious education is important for three reasons: (1) it is of fascinating theoretical interest to learn what are the effective means of transmitting fundamental values and what are the ineffective means; (2) it also seems appropriate to evaluate the contribution of religion to the improvement of the quality of urban life; and, (3) from the point of view of the churches, or indeed from the point of view of any human institution concerned with the transmission of fundamental values, there is excellent reason to ask whether one institutional transmission is more effective than another or whether one set of techniques promises greater payoff than another set of techniques. There are many obstacles to evaluation of religious education and especially urban religious education. Very few educators are eager to have their work evaluated before the evaluation takes place, and even fewer are likely to be pleased with it once it occurs. Those who propose to evaluate religious education will encounter certain special problems. For example, religious educators in some circumstances are sacred persons, and any criticism of religious education runs the risk of being taken as a criticism of the sacred. (Author/JM)

**ED 068 602** UD 012 969

*Greeley, Andrew M.*

**The Rediscovery of Diversity.**

National Opinion Research Center, Chicago, Ill.

Pub Date Oct 71

Note—35p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Acculturation, Caucasians, Cultural Factors, *Cultural Pluralism, Cultural Traits, *Ethnic Groups, *Ethnic Relations, Identification (Psychological), Immigrants, Individual Characteristics, Minority Groups, *National Surveys, Racial Integration, Social Attitudes, Social Structure

The data which has accumulated at the National Opinion Research Center over the past several years on the differential personality constellations of eight American white ethnic groups seemingly offer conclusive evidence that even when social class is held constant, immense differences of personalities have persisted among these groups. Among American ethnic groups there is a positive correlation between sympathy

for racial integration and identification with and involvement in the ethnic community. There are four other major observations that can be made about the subject of diversity in the United States: (1) most Americans feel ambivalent about the fact of diversity and also about their own particular location in ethnic geography; (2) precisely because of this ambivalence about American cultural pluralism, there has been in the last quarter of a century relatively little in the way of serious research on the subject despite the fact that the later stages of the acculturation of the immigrant groups should have been considered a fascinating subject for social science; (3) on the whole, American social and cultural pluralism has worked rather well; and, (4) for a number of different reasons, there has been a dramatic increase in interest in America's cultural heterogeneity in recent years. (Author/JM)

**ED 068 603** UD 012 970
*Greeley, Andrew M.*
**The Future of the Ethnic "Revival."**
National Opinion Research Center, Chicago, Ill.
Pub Date 12 May 72
Note—16p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Acculturation, Cultural Factors, Cultural Pluralism, *Ethnic Groups, Ethnic Relations, *Identification (Psychological), Immigrants, Minority Groups, National Surveys, Political Affiliation, *Political Attitudes, Political Issues, *Social Attitudes, *Social Structure, United States History

Despite all its flaws, the American experiment in pluralism has in many ways been an incredible success. We have been so busy criticizing our failures, so busy comparing ourselves negatively with Sweden and Great Britain that we have not bothered to ask how the United States of America has been able to absorb so much diversity without tearing itself apart. Neither the melting pot nor the cultural pluralism model is a particularly useful way of looking at American society: we have a society of ethnic groups. An ethnic group is defined as "a collectivity based on presumed origin, which shapes to some extent the attitudes and behaviors of those who share that origin, and with which certain people may freely choose to identify at certain times of their lives." What then is to be said about the current emphasis on "militant ethnicity?" First, the data we have collected at the National Opinion Research Center make it clear that the "militant ethnic" approach will only appeal to some people. Second, to the extent that the strategy of militant ethnicity presumes a "pillarized" society, it simply is inaccurate in its reading of the social structure of the U. S. The society would be pillarized only by such circumstances that the overwhelming majority of Italians, for example, thought of themselves as Italians most of the time and if being Italian became the almost exclusive identity which they chose to predicate of themselves. (Author/JM)

**ED 068 604** UD 012 971
*Greeley, Andrew J. McCready, William*
**The Transmission of Cultural Heritages: The Case of the Irish and the Italians.**
Pub Date 27 Oct 72
Note—36p.; Paper presented at the Seminar on Ethnicity at the Academy of Arts and Sciences, October 27, 1972
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Cultural Awareness, *Cultural Background, Cultural Education, Cultural Factors, Cultural Pluralism, *Cultural Traits, *Ethnic Groups, Family Attitudes, Immigrants, Individual Characteristics, Italian Americans, Moral Values, *National Surveys, Political Attitudes, *Socialization

This paper begins with a very simple theoretical question: Do the cultural heritages of the Old World persist among children and grandchildren of the immigrants from the various European countries? Two ethnic groups--the Irish Catholics and the Italians--about whose country of origin there exists something of an anthropological and sociological literature are chosen for study. From this literature are derived a considerable number of hypotheses about their respective differences in the Anglo-Saxon American norm and from one another. To the extent that these hypotheses are sustained by the available evidence, one is able to assert that there is a persistence of diversity of cultural heritage within the United States, predictable on the basis of the culture of the countries of origin. Also, the fact of ethnic cultural diversity in the United States is thereby established, a fact which many social scientists are not yet prepared to concede. An ethnic group is defined here as a large collectivity, based on presumed common origin, which is, at least on occasion, part of a self-definition of a person, and which also acts as a bearer of cultural traits. On the basis of the evidence presented, it can be safely said that it would be very difficult to understand the present behavior of American immigrant groups without knowing something of the cultural heritage from which the groups came. (Author/JM)

**ED 068 605** UD 012 975
*Barrett, Jeanne C.*
**A Guide for Training Directors: Visits to Three Comprehensive Health Centers. Comprehensive Health Services Career Development Technical Assistance Bulletin, Volume 2, Number 6, October 1971.**
National Inst. for New Careers, Washington, D.C.
Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date Oct 71
Note—38p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—College Curriculum, *Community Health Services, Health Occupations, *Health Occupations Education, Health Personnel, Health Programs, *Paramedical Occupations, *Supervisory Training, *Vocational Development
Identifiers—Community Group Health Foundation, District of Columbia, Martin Luther King Junior Health Center, Matthew Walker Health Center, New York, Tennessee

Contents of this guide include: (1) a contrast of a typical community health program's operation in 1955 and in 1971; (2) descriptions of three comprehensive health centers based on visits and interviews with administrative personnel: The Matthew Walker Health Center, Nashville, Tennessee; Community Group Health Foundation, Inc., Washington, D.C., and The Martin Luther King, Jr. Health Center, New York City; and, (3) various appended materials having to do with the training programs for health center personnel run by each of the above comprehensive health centers. Appendix I includes the following materials from Matthew Walker Health Center: (1) content outline for orientation (syllabi: why a neighborhood health center; paraprofessional personnel; and the nature and meaning of work); (2) content outline of core curriculum (syllabi: communication; relationships between people; and human behavior and needs); and, (3) training evaluation. Appendix II includes outlines for college courses from Community Group Health Foundation, Inc. Appendix III includes the following materials from Martin Luther King, Jr. Health Center: (1) core curriculum outline; (2) job description: senior family health worker; (3) family health workers record; (4) the training staff; (5) trainee evaluation; (6) trainee survey of health careers; and, (7) research department: evaluation of training. (JM)

**ED 068 606** UD 012 976
*Leacock, Eleanor Burke, Ed.*
**The Culture of Poverty: A Critique.**
Pub Date 71
Note—382p.
Available from—Simon and Schuster, Rockefeller Center, 630 Fifth Avenue, New York, N.Y. 10020 ($3.95)
**Document Not Available from EDRS.**
Descriptors—American Indian Culture, Community Control, Cultural Disadvantagement, *Cultural Factors, Family Background, Family Life, Ghettos, Language Styles, Majority Attitudes, Negro Students, *Poverty Research, Social Discrimination, *Socialization, Social Life, *Social Structure, Socioeconomic Influences, *Stereotypes, Textbook Bias, Urban Education

This book, originating as a series of papers given in a critical symposium on the "culture of poverty" concept, comprises chapters written expressly for the book, with a couple of exceptions, and embodying reports on the original research or direct experience of the individual writers. The authors vary in their emphases and interests, but share the concern that a too hastily conceived concept of a "poverty culture" has been widely applied or misused and the professional commitment to making clear the scientific, political, and ethical issues involved. Part I, "Language, life style, and education among the poor," deals with such topics as: cognitive styles and class stereotypes, language and educability, untapped verbal fluency of black school children, the teacher also as a victim, cultural deprivation as an educational ideology, the integrity of the Cherokee student, and the Danish "Friskoler" and community control. Part II, "The Theoretical and methodological problems with the culture of poverty concept," focuses on: the culture of poverty--its scientific significance and its implications for action, and conceptual, logical, and empirical problems--with perspectives from Brazil and Peru, structural parameters of emerging life styles in Venezuela, a functional analysis of six ghetto roles, the stranger mentality and the culture of poverty, poverty and interdependency, and culture of poverty--what does it matter? (RJ)

**ED 068 607** UD 012 977
*Nesbitt, John A., Ed. And Others*
**Recreation and Leisure Service for the Disadvantaged: Guidelines to Program Development and Related Readings. Health Education, Physical Education, and Recreation Series.**
Pub Date 70
Note—593p.
Available from—Lea and Febiger, 600 S. Washington Square, Philadelphia, Pa. 19105
**Document Not Available from EDRS.**
Descriptors—Community Involvement, *Disadvantaged Groups, Economic Disadvantagement, Employment Potential, Federal Programs, Financial Needs, *Leisure Time, Program Administration, Program Development, Program Evaluation, *Recreational Activities, *Recreational Facilities, *Recreational Programs, Recreation Legislation, Research Projects, Social Factors

This book proposes the approach that, regardless of the present turmoil, regardless of technology and other social considerations, there is a fundamental inequity in the availability of cultural, recreational, and leisure experience that men of goodwill abhor. Seeing beyond hostile rhetoric, the book seeks to search out the foundations within the American recreation and leisure movement of a direct concern for the disadvantaged, to codify traditional and new concepts and procedures in recreation and leisure service for the disadvantaged in the form of guidelines to program development--these guidelines appearing at the beginning of each chapter in the book, and to identify the most relevant knowledge and experience on various aspects of recreation and leisure service for the disadvantaged. The latter takes the form of related readings which follow each set of guidelines--resulting in basic conceptual and procedural information. Specific sections focus on philosophical and sociological considerations; the historical perspective and precedent; contemporary interpretations relating to recreation and leisure for the disadvantaged; the organization and administration of recreation and leisure service for the disadvantaged; programming for the disadvantaged in recreation and leisure service; and employing the disadvantaged in recreation and leisure service. (Editors/RJ)

**ED 068 608** UD 012 984
*Kennedy, Wallace Hols, Marge*
**Urban Arts Program: Project Director's Report, 1970-1971.**
Minneapolis Public Schools, Minn. Special School District 1.
Pub Date Dec 71
Note—59p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Art Education, Art Teachers, Compensatory Education Programs, Curriculum Development, Fine Arts, High School Students, Junior High School Students, *Program Evaluation, *Secondary Education, Summer Programs, *Urban Education, Visual Arts
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III program, *Minnesota

After two years of planning, the Minneapolis Schools began a unique Urban Arts Program during 1970-71, funded under Title III of the Elementary Secondary Education Act. Urban Arts is an arts school without walls for junior and senior high school students who leave their home schools part of every day during school hours to study with professional artists where the artists

work. The participating arts agencies provide the learning environments, the artist-teachers, and the instructional design of the courses. A total of 626 students representing just about every social, economic, ethnic, and educational background in the city enrolled for courses during the school year; another 327 took summer school courses. The Bryant School Museum Program involved 600 students. Students enrolled in 13 classes offered during the school year; nine during the summer program. Classes were ungraded and students received no grades but did get credit for successful completion of courses. Classes were taught by 32 artist-teachers. In general, they were talented and young not-yet-recognized artists, although there were exceptions. An Advisory Board of students, parents, and Minneapolis Schools' personnel was selected to help set policy for the program. It met four times during the year. (Author/JM)

**ED 068 609** UD 012 994

*Dyke, Frances L.*

**First Interim Evaluation Report: Urban-Suburban Pupil Transfer Program, 1971-1972.**

Rochester City School District, N. Y. Office of Planning and Research.

Spons Agency—New York State Education Dept., Albany. Office of Urban Education.

Pub Date Aug 72

Note—115p.

Available from—Div. of Planning & Research, City School District, 13 S. Fitzhugh Street, Rochester, N.Y. 14614 (Free-of-charge)

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Academic Achievement, Demonstration Programs, Elementary School Students, *Experimental Schools, Inner City, Parent Attitudes, *Program Evaluation, Secondary School Students, Suburban Schools, *Transfer Programs, *Transfer Students, Urban Schools

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *New York

This interim report is the first of three expected evaluation reports for the Urban-Suburban Pupil Transfer Program under current Title III Elementary Secondary Education Act funding. Based upon data collected during the 1971-72 school year, it considers pupil achievement and attitudes as well as the attitudes and perceptions of parents, the community, teachers, and administrators. It also includes an assessment of selected features of the World of Inquiry School. Generally, urban pupils enrolled at suburban schools did not achieve expected gains in reading or mathematics as measured by their performance on New York State Pupil Evaluation Program Tests. Teachers and administrators alike expressed concern about meeting the social, remedial, and instructional needs manifested by the children. Excessive absenteeism also appeared to affect the achievement of some pupils. The World of Inquiry School, an experimental demonstration school, has pupil enrollment representative of the greater Rochester area. Generally, pupils at this school reflected higher achievement in reading and mathematics than counterparts citywide during 1971-72. Parents of urban children readily expressed their support for the transfer program, although the reason reported for this support was not the reduction of racial isolation but the obtaining of better educational opportunities for their children. (Author/JM)

**ED 068 610** UD 012 995

*Koslin, Sandra And Others*

**Efficacy of School Integration Policies in Reducing Racial Polarization.**

Riverside Research Inst., New York, N.Y.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; New York State Education Dept., Albany.

Pub Date Sep 72

Note—20p.; paper presented at the American Psychological Association meetings, Honolulu, Hawaii, September 1972

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Achievement, Attitude Tests, *Changing Attitudes, Classroom Integration, *Integration Effects, Integration Studies, Policy Formation, *Racial Attitudes, Racial Balance, Racial Integration, *School Integration, *Student Attitudes, Teacher Influence, Transfer Policy

Identifiers—Riverside Research Institute

This paper summarizes the work of Riverside Research Institute (RRI) in the racial balance area during the past several years. Working under contract to the New York State Education Department, and with grant support from the National Institute of Child Health and Human Development, RRI has been developing racial attitude measures for use in the public schools and has been designing the types of studies which are needed to assess definitively the non-cognitive and cognitive effects on students of alternative racial balance policies. Furthermore, to the extent permitted by available funds, RRI has carried out research to identify desegregation policies under the control of educational authorities which have demonstrable positive or negative effects on the attitudes and achievement of students. To date, a battery of non-cognitive measures for assessing the effectiveness of racial balance programs has been developed and field-tested, and the non-cognitive and cognitive effects of several important desegregation policies have been investigated. Policies which have been studied include those which result in variations of (1) racial balance across schools within a district as well as (2) across classes within a school, and (3) the proportion of black students per class. Preliminary evidence concerning teacher effects on students' racial attitudes has also been analyzed. (Author/JM)

**ED 068 611** UD 012 996

*Turnage, Martha*

**The Principal: Change-Agent in Desegregation.**

Integrated Education Associates, Chicago, Ill.

Pub Date Sep 72

Note—67p.

Available from—Integrated Education Associates, School of Education, Northwestern University, 2003 Sheridan Road, Evanston, Ill. 60201 ($1.75)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Change Agents, Educational Administration, Educational Change, Integration Studies, Power Structure, *Principals, Racial Balance, Racial Integration, School Community Relationship, *School Integration, School Organization, Social Change, Southern Schools, *State Surveys

Identifiers—*Virginia

In order to study the process of school desegregation, it becomes necessary to pinpoint that administrative position most centrally involved in the alteration of the individual school: that of the principal. From the pilot study conducted with the principals and assistant principals in York County, Virginia, in the spring and summer of 1969, a picture of the principal adjusting to his situation was developed. The entire population of the principals of junior high, senior high, and combined schools in the State of Virginia was surveyed for the statewide study. This constituted a total of 481 principals in 134 school districts. Of the 481 mailed questionnaires, 326 were returned, or a 68 per cent return. (14 questionnaires were incomplete, and therefore not usable.) Respondents represent 123 of the 134 school districts in the state. The survey contains data from 113 principals from rural areas, 56 from suburban areas, 46 from small towns, 36 from cities of less than 50,000 population, and 61 from cities of over 50,000. Of the 302 principals who gave the level of racial mixture in their schools, 115 were principals of schools that were 96-100 per cent white, and 11 were principals of schools of less than five per cent white. When the survey was conducted, only 165 of the 312 principals were principals of schools with more than a five per cent racial mixture. Of the 312 respondents in the survey, 82 per cent were white. (Author/JM)

**ED 068 612** UD 012 999

*Kaufman, Maurice Lynch, Mervin D.*

**An Evaluation of the Beverly Public Schools Comprehensive Remedial Reading Program Under Title I--E.S.E.A.**

Pub Date [71]

Note—31p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Achievement, Compensatory Education Programs, Elementary Education, *Program Evaluation, Reading Diagnosis, Reading Instruction, Reading Materials, Reading Programs, *Remedial Reading, *Remedial Reading Clinics, Secondary Education, *Teaching Methods

Identifiers—*California, Elementary Secondary Education Act Title I Program, ESEA Title I Program

The Beverly Public Schools Comprehensive Remedial Reading Program, funded under Title I of the Elementary Secondary Education Act, was evaluated in the Spring of 1971. The program was comprised of Reading Laboratories using materials produced by Educational Development Laboratories, Inc. in three elementary schools, two junior high schools, and a senior high school, and of Remedial Reading Classes conducted in three elementary schools. Children in grades two through 12 participated in the Laboratories year round. Each child was scheduled for several sessions per week throughout the school year. Children were scheduled for Remedial Reading Classes for eight week quarters. Third graders attended in quarter one, sixth graders in quarter two, fifth graders in quarter three, and fourth graders in quarter four. Children in the Remedial Reading Classes were transported from their home schools to the classes conducted at the three ESEA Title I schools. This evaluation discusses the validity of the Educational Development Laboratories materials and procedures, and the adequacy of diagnostic and teaching procedures used in the Remedial Reading Classes. It then considers the evidence of pupil achievement. [Reproduced from the best available copy.] (Author/JM)

**ED 068 613** UD 013 000

*Kaufman, Maurice*

**Evaluation of the Title I Program of the Silver Lake Regional School District, Summer 1972.**

Pub Date 72

Note—25p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Art Education, Educational Diagnosis, Elementary Education, *Grade 1, Guidance Services, Mathematics Instruction, Physical Education, *Preschool Programs, *Program Evaluation, Reading Instruction, Speech Therapy, *Summer Programs

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Program, *Massachusetts

The Summer 1972 program, funded under Title I of the Elementary Secondary Education Act, consisted of reading and mathematics instruction, instruction in physical education and art, guidance and testing, speech therapy, and a preschool program for entering first grade children. Instruction in reading and mathematics was based on the results of the testing by which children were selected for the program, and the diagnostic reading and mathematics tests given at the start of the program. The program for each week was centered on a theme. Field trips provided the children with needed experiential background and concept development. The theme gave the week's work a focus, evidently maintained pupil interest and motivation, and was the source of content through which reading and mathematics skills could be developed. As needed, other content was brought in to supplement the theme. Another procedure effectively used at the four schools was the establishment of centers in the classroom for individualizing work on specific topics in reading and mathematics. The work in academic areas was supplemented by work in art and physical education. The children also received service in speech therapy and guidance. Individual and group guidance sessions were carried out for children requiring this support. Testing was also an available service. (Author/JM)

**ED 068 614** UD 013 001

*Lyne, Evelyn*

**Paducah-Louisville Consortium. Project VIII: Focus on Dropouts... A New Design. Final Evaluation Report, 1971-72.**

Paducah Public Schools, Ky.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jul 72

Grant—OEG-0-9-270001-3417(281)

Note—106p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Academic Achievement, Attendance, *Consortia, Counseling Services, Discipline Problems, *Dropout Prevention, Elementary Education, Health Services, Parent Participation, *Program Evaluation, Secondary Education, Self Concept

Identifiers—Elementary Secondary Education Act Title VIII, ESEA Title VIII, *Kentucky

Project VIII is an innovative behavioral science-oriented educational program for potential dropouts. It is designed to reduce the dropout

rate in grades 9 through 12, increase attendance in grades 7 through 12, decrease discipline referrals and suspensions, increase reading and math achievement in grades 3 through 11, and improve the student's self-concept. Project VIII is a consortium funded under Title VIII Elementary Secondary Education Act, involving the Paducah Public Schools, the Louisville Public Schools, Indiana University, and Murray State University. The project components consist of the instructional component (English, mathematics, social studies, and reading) and the staff-development component (parent involvement, counseling, and health services). In Paducah, the program involves 85 students in grades 10 and 11 at the high school and 121 students in grades 7 through 9 at the junior high school. The elementary school is involved in the staff-development component. In Louisville, the program involves 110 students in grade 8 in the junior high school and 128 students in grade 9 in the senior high school. (Author/JM)

**ED 068 615** UD 013 003
*Sharon, Amiel T.*
**Racial Differences in Newspaper Readership.**
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-72-37
Pub Date Aug 72
Note—14p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Books, *Caucasians, Letters (Correspondence), Low Income Groups, *National Surveys, *Negroes, Newspapers, Periodicals, Racial Differences, *Reading Habits, *Reading Interests, Reading Materials, Reading Research, Recreational Reading

Data for this study were gathered as part of a national survey of reading activities of adults. The study was conducted by the Response Analysis Corporation of Princeton, N.J. A national probability sample of 5,067 adults, age 16 or older, were interviewed in their homes and asked about all the printed matter they had read or looked at the previous day--this sample representing 69 percent of the total number of adults who were interviewed. Four subsamples were also examined: blacks, whites, low-income blacks, and low-income whites. A comparison of the reading habits of blacks and whites in the general population indicates that the proportion of white readers is greater than that of black readers in every type of reading material. There is a larger racial difference in newspaper reading than in any other form of reading; this difference exists between all blacks and whites as well as between blacks and whites who are poor. The results of the study indicate that newspapers are not reaching a very large proportion of blacks, especially poor blacks. Even among those blacks who do read newspapers, certain sections such as editorials, women's and society pages, and regular advertisements are read considerably less frequently than by whites. It is speculated that newspapers do not respond to blacks' needs and concerns to the extent that is done by other printed media such as books and magazines. (Author)

**ED 068 616** UD 013 004
*Kiesling, Herbert J.*
**Some Estimates for the Cost Effectiveness of Educational Inputs for Reading Performance of Disadvantaged Children in California Title I Projects.**
Rand Corp., Santa Monica, Calif.
Report No—RAND-P-4847
Pub Date Mar 72
Note—15p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Compensatory Education Programs, *Cost Effectiveness, *Disadvantaged Youth, Educational Resources, Elementary Education, Input Output Analysis, Multiple Regression Analysis, Paraprofessional School Personnel, *Program Evaluation, Reading Consultants, *Reading Programs, Resource Allocations, State Surveys
Identifiers—*California, Elementary Secondary Education Act Title I Program, ESEA Title I Program

This report presents the findings and implications of some research on the relationships of some educational inputs and reading performance of disadvantaged California Title I pupils which utilized a highly simplified model of the compensatory education process. The data for the study were gathered by questionnaire administered in personal interviews to a six percent sample of California Title I projects, enrolling ten percent of California Title I students. All projects in the study used the same performance measure, the Stanford Reading Test. Information was gathered and used for pupils in four elementary grades. The instructional variable which is most consistently and dependably related to reading gains was that for the trained reading specialist. Specialist instruction was the only school input related to reading performance in the third grade considered separately, with the strength of the relationship even stronger in that grade than in the four pooled grades. While the variables for instruction by professionals were less statistically significant, they showed signs of having some importance. Of the variables constructed to measure planning and coordination, only that for hours of planning itself was related to performance. (Author/JM)

**ED 068 617** UD 013 007
*Triandis, Harry C. And Others*
**The Perceptions of Implicative Relationships Among Black and White Adolescents and the Hardcore Unemployed. Illinois Studies of the Economically Disadvantaged.**
Illinois Univ., Urbana. Dept. of Psychology.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—TR-8
Pub Date Feb 71
Note—196p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Adolescents, *Caucasian Students, Cognitive Processes, College Students, Economically Disadvantaged, Females, High School Students, Jobs, *Logical Thinking, *Negro Students, Race Relations, Spanish Speaking, *Unemployed, *Young Adults
Identifiers—Illinois

This study examines the perceived antecedents and consequents of certain concepts that are central to life in the black ghetto and to black and white interactions in job settings, as they are perceived by samples of blacks and whites. This study had two main goals: (a) instrument development; and (b) the gathering of data on subjective culture--that is, the typical ways in which the samples tested perceive their social environment. To reach these goals, it was desirable that as many disparate samples as possible should be used. It was possible to obtain four geographically and demographically distinct samples: (1) white female college students, who filled out the questionnaire as part of a course requirement in an introductory psychology course; (2) black working-class and lower-class high school boys from the Chicago Heights area; (3) white high school boys, working-class and lower class, and some Spanish speaking adult males from Chicago Heights; and, (4) black adult subjects, classified as "hardcore unemployed," from St. Louis, Missouri. Two open-ended elicitation questionnaires were prepared. The instructions to the subjects were "translated" by five black university students into "Black English" and back into standard English to insure that they would be understood by all subjects. (Author/JM)

**ED 068 618** UD 013 008
**Higher Horizons 100, Hartford, Connecticut. Model Programs, Compensatory Education Series.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—OE-72-81
Pub Date 72
Note—28p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.25)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Compensatory Education Programs, Counseling Services, Cultural Enrichment, Curriculum Development, Disadvantaged Youth, Individualized Instruction, Language Instruction, Program Evaluation, Reading Instruction, *Remedial Instruction, *Secondary School Students, Self Concept, Small Group Instruction, *Student Adjustment
Identifiers—*Connecticut

Each academic year since its inception in 1965, the Higher Horizons 100 (HH100) program has provided a remedial language and intensive counseling program to 100 disadvantaged ninth-grade students. The goal of the program is to improve the language skills, self-concept, and school adjustment of disadvantaged students having no serious emotional problems, of average intelligence, and with one to three years' reading retardation. Children are selected from eight feeder schools on the basis of these criteria. A team of six teachers and a guidance counselor run the program in a cluster of rooms in the Hartford Public High School. Since the students are specially selected, have their own unique curriculum, and are separated from the other ninth-grade students in the high school, the program has a school-within-a-school atmosphere. Upon successful completion of a year in the program, the HH100 students are transferred to the regular tenth-grade school program. The HH100 program is characterized by small classes, individualized instruction, intensive counseling services, and remedial language instruction integrated within a special ninth-grade curriculum. As an adjunct to the instructional program, a program of cultural activities, civic trips, and guest speakers is provided. (Author/JM)

**ED 068 619** UD 013 009
**The Fernald School Remediation of Learning Disorders Program, Los Angeles, California. Model Programs, Compensatory Education Series.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—OE-72-83
Pub Date 72
Note—20p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.20)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Caucasian Students, Compensatory Education Programs, Demonstration Programs, *Disadvantaged Youth, Economically Disadvantaged, Individualized Instruction, *Inner City, Learning Difficulties, *Learning Disabilities, Mexican Americans, Negro Students, Program Evaluation, *Remedial Instruction, Student Teacher Ratio
Identifiers—*Los Angeles

The Fernald School's program of remedial instruction for disadvantaged children began in 1966. As a facility of the Psychology Department at the University of California at Los Angeles, the school has been concerned since its founding in 1921 with the diagnosis and treatment of learning disorders, particularly those not due to mental retardation or severe neurological or emotional pathology. Their program for disadvantaged children described in this booklet, however, represents a departure from the school's previous restriction to clients from families that could afford tuition. Children from grades two through 11 are served by the program. Students selected are male, of average intelligence, and at least one and one-half years retarded in basic school skills. The disadvantaged students in the program are drawn from the mid-city area of Los Angeles. Two-thirds of the disadvantaged students are black, and the remaining one-third are Mexican-American or white. During the first academic year, 60 children were in the program; during each of the following two years, there were 80 students. The three factors that Fernald staff members see as differentiating the experience of students at Fernald from that at other schools are: (1) the degree to which the program is individualized; (2) the low student-teacher ratio; and, (3) the total-school environment, which results from these and other special characteristics. (Author/JM)

**ED 068 620** UD 013 010
**College Bound Program, New York, N.Y. Model Programs, Compensatory Education Series.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—OE-72-85
Pub Date 72
Note—15p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.15)

**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Achievement, *College Bound Students, College High School Cooperation, *College Preparation, Compensatory Education Programs, Counseling Services, *High School Students, *Junior High School Students, Motivation, Program Evaluation, Self Concept, Student Adjustment, Student Attitudes, Summer Programs
Identifiers—*New York
The College Bound Program was initiated with the summer session of 1967 as a far-reaching attempt to help disadvantaged students complete high school and enter and succeed in college. A consortium of local colleges and universities agreed to admit successful program graduates and provide them financial aid. The program has remained essentially unchanged since it was begun. The objectives of the school year program are: to increase the number of pupils completing college preparatory requirements and being admitted to college; to improve the quality of academic work of pupils in the program; and to improve pupils' attitudes toward education, resulting in regular school and class attendance and punctuality. The objectives of the College Bound summer program are: to raise the ability levels of incoming students in English, mathematics, and foreign languages; to provide a transition between junior high school and high school; to provide motivation for learning; to improve study skills; to help resolve individual and home difficulties affecting learning; to add to cultural background; and to provide a transition between high school and college for a small number of specially identified College Bound graduates. The school year program is presently serving approximately 10,250 pupils, while the summer program serves approximately 2,000 College Bound students. (Author/JM)

**ED 068 621** UD 013 011
**Project R-3, San Jose, California. Model Programs, Compensatory Education Series.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—OE-72-90
Pub Date 72
Note—19p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.20)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Compensatory Education Programs, Disadvantaged Youth, Mathematics Instruction, Mexican Americans, Negro Students, Program Evaluation, Readiness, Reading Instruction, *Relevance (Education), *Remedial Instruction, *Secondary Education, Secondary School Students, State Programs, Underachievers
Identifiers—*California
In 1967-68, the San Jose Unified District, in cooperation with the Education Division of the Lockheed Missiles and Space Co., implemented a special program for disadvantaged, underachieving, eighth-grade students. The primary objective of the program was to improve the motivation and achievement of disadvantaged students by providing special mathematics and reading instruction in combination with field trips and other activities designed to demonstrate the relevance of classroom learning to the solution of real-world problems. A second wave of eighth graders entered the program in 1968, and the first-year students went on to a newly developed ninth-grade R-3 curriculum, the three R's signifying student readiness, subject relevance, and learning reinforcement. In 1969, new State regulations required the project to include the entire seventh-grade population of the school in the program. The program was forced to drop the eighth- and ninth-grade program temporarily in order to handle the new and larger seventh-grade service group. Plans were made to reexpand the R-3 program to the eighth and ninth grades as the seventh graders progressed through those grades in succeeding years. The 1970-71 program included all 240 eighth-grade students, and the 1971-72 program continues the program for these students in the ninth grade. (Author/JM)

# VT

**ED 068 622** VT 015 205
*Senesh, Lawrence*
**Our Working World: Cities at Work. Text, Resource Unit, and Activity Book, Teacher's Edition.**
Science Research Associates, Inc., Chicago, Ill.
Report No—5122-07480
Note—295p.; PAES Collection; PMM Collection
Available from—Science Research Associates, Inc., 259 E. Erie St., Chicago, Ill. 60611
**Document Not Available from EDRS.**
Descriptors—Bibliographies, *Career Education, City Problems, Economics, Geography, Grade 3, History, Humanities, Metropolitan Areas, *Municipalities, Political Science, Social Environment, Social Problems, Social Sciences, *Social Studies, Sociology, Teaching Guides, *Textbooks, *Western Civilization, Workbooks
Identifiers—Attitudes Appreciations, *Economic Awareness
This unit of 22 related items includes a text, activity book, resource book, workbook, records, and filmstrips, all dealing with the history, present, and future of cities. The program tries to involve third grade children in the cities' problems by helping them feel they should participate in discovering the causes of the major problems cities face. The book is problem oriented, dealing with social and physical realities, intended to help children discover the reasons for conflict and imperfections in society. An interdisciplinary approach uses economics as a core for the other social sciences. Specific cities are profiled, such as Athens, Calcutta, London, Rotterdam, and New York. The resource unit provides the text of plays, poetry, short stories and music related to cities, as well as suggested activities and bibliographies. (CD)

**ED 068 623** 08 VT 015 645
*Huffman, Harry Welter, Clyde W.*
**Designs for the Preparation of Vocational and Technical Teachers of Socioeconomically Disadvantaged Youth. Final Report.**
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-7-0158
Pub Date Jun 72
Grant—OEG-3-7-000158-2037
Note—153p.; Research and Development Series 72
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Clinical Experience, *Curriculum Design, *Disadvantaged Youth, Economically Disadvantaged, Field Experience Programs, Manuals, Models, Socially Disadvantaged, Teacher Attitudes, *Teacher Education, Teacher Supply and Demand, Teaching, Teaching Methods, Vocational Education, *Vocational Education Teachers
Identifiers—Attitudes Appreciations
Recognizing the inadequate supply of teachers willing to work with disadvantaged students, this project sought to dissipate the stereotypes and misconceptions of disadvantaged people held by prospective teachers. To accomplish this, four design and evaluation conferences were held to plan clinical experiences for prospective teachers and to develop a student manual of clinical experiences. Also, a pilot study was conducted to determine the feasibility of incorporating the clinical experiences in vocational teacher education at three universities each using different plans. Temple University integrated clinical experiences into the existing methods courses; Southern Illinois developed a new clinical experiences course; and Colorado State University provided clinical and field experiences during the student teaching quarter. A result of the study was a self-contained manual of 20 clinical experiences to be used in preparing more effective teachers of disadvantaged youth. The manual can be easily incorporated into existing vocational teacher-training programs, and should result in more student teachers wanting to teach the disadvantaged, and make them more effective in doing so. The five groups of experiences in the manual familiarize the student teacher with the disadvantaged student, the poverty community, and the makeup of a typical high school in a disadvantaged community. (Author/JS)

**ED 068 624** 08 VT 015 919
*Schaefer, Carl J. Ward, Darrell L.*
**A Model for a Comprehensive State Personnel Development System in Vocational Education. Final Report.**
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-7-0158
Pub Date Jul 72
Grant—OEG-3-7-000158-2037
Note—48p.; Leadership Training Series 37; Presentation of a staff paper of the 1971 National Leadership Development Seminar for State Directors of Vocational Education
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Educational Accountability, Leadership Training, *Manpower Development, *Models, *Personnel, *State Programs, *Vocational Education
Identifiers—*Personnel Development
The importance of state planning for comprehensive personnel development prompted this topic to be used as the theme for the 1971 State Directors' Leadership Development Seminar. Following the Seminar, a committee drew together the concepts presented plus additional information for inclusion in this publication. More efficient and effective development of vocational personnel is needed in order to meet the demands of schools throughout the nation. This includes personnel for the functional roles, for differentiated responsibilities, and those employed in all phases of education. Seven components included in the delivery system of such a program are: (1) mission and goals, (2) needs assessment, (3) priority determination and resource, (4) program design and operation, (5) student/employee recruitment, (6) program assessment, and (7) roles, relationships and responsibilities. Sequential steps that might be used in the design of a master plan are presented along with conclusions and recommendations. (GEB)

**ED 068 625** 08 VT 016 133
*Gorman, Anna M. And Others*
**Operation RESOURCE for Teacher Educators and Other Educational Personnel Concerned with Teaching the Disadvantaged Learner. Final Report.**
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0158
Pub Date Jul 72
Grant—OEG-3-7-000158-2037
Note—240p.; Research and Development Series 75
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Abstracts, Culturally Disadvantaged, *Disadvantaged Youth, Educational Research, Indexes (Locaters), *Inservice Teacher Education, Program Development, *Resource Materials, *Vocational Education, Vocational Education Teachers
This resource manual contains 424 resumes of available literature which will assist: (1) teacher-educators who are preparing teachers to work with disadvantaged learners, (2) state and local supervisors who are working to improve the effectiveness of local education agency personnel, and (3) teachers as they strive to improve their programs. The resumes are classified into two basic categories of information, one relevant to educating the disadvantaged learner and the other pertinent to inservice education. To assist in utilizing the resource manual, three tables were developed. One table contains a procedural order for organizing an inservice education program including the people involved, and the remaining two tables index the categories of disadvantaged learner and inservice education with specific resumes as identified by page number, resource manual number, and ERIC document number. The resumes contain personal and institutional authors, title, journal source or publisher, pagination, date of publication, sources of availability, descriptors and identifiers which characterize the contents of the document, and an abstract of the

document. In addition to the resumes, the classification system is described, ordering instructions are included, and an institutional and personal author index is appended. (SB)

**ED 068 626** VT 016 456

*Endres, Mary P. Lisack, J. P.*

**Child Day Care in Indiana. Manpower and Training Requirements.**

Indiana State Dept. of Public Welfare, Indianapolis.; Purdue Univ., Lafayette, Ind.

Report No—Manpower-R-72-3

Pub Date 31 Jul 72

Note—77p.

Available from—Purdue University, SCC-A, Lafayette, Indiana 47907 ($2.00)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Career Ladders, *Certification, *Child Care Workers, Day Care Services, *Educational Needs, Educational Programs, Job Training, Manpower Development, *Manpower Needs, Manpower Utilization

A survey of the operators of 969 licensed and 431 unlicensed child care facilities in Indiana was conducted to: (1) help standardize and facilitate the utilization of occupational titles, duties, responsibilities, and qualifications of four levels of child care specialists (CCS) arranged into a career ladder, and (2) provide educational, government, and civic planners with information to assist them in planning educational programs, certification requirements, and policies regarding child care programs and services. Data from 111 respondents revealed that: (1) the four levels of CCS are represented in the child care centers, with over half of the workers falling into the first level of the career ladder (worker/assistant); (2) CCS at all four levels are needed, but the demands are greater at the first two levels (worker/assistant and associate degree); (3) salaries paid to all CCS levels are low and below average salaries received by recent Purdue University graduates; and (4) two types of programs/program assistance were needed, including preservice and inservice training assistance for the worker/assistant level and college level courses in child development and supporting fields. Other findings and recommendations are included, and survey materials are appended. (SB)

**ED 068 627** VT 016 524

*Moore, Allen B.*

**Abstracts of Instructional Materials for Career Education.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education, Washington, D. C.

Pub Date 72

Note—126p.; Bibliography Series No. 15

Available from—The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210 ($2.25)

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Abstracts, *Annotated Bibliographies, *Career Education, Curriculum Guides, Indexes (Locaters), *Instructional Materials, Manuals, Resource Materials, Teaching Guides

Materials described in this bibliography were selected from those acquired as the result of a national search for career education instructional materials. They include curriculum units, teacher guides, handbooks, and career related instructional materials. The resumes are arranged in accession number order and include the following information: (1) author(s), (2) title, (3) institutional source, (4) sponsoring agency, (5) source of availability, (6) descriptors and identifiers which characterize the content of the document, and (7) an abstract of the document. A grade level index is provided to help identify documents for specific grades. These documents also have been announced in "Abstracts of Instructional Materials in Vocational and Technical Education", a publication of The Center for Vocational and Technical Education, and most of them are available in the microfiche sets which support that publication. (JS)

**ED 068 628** VT 016 638

**Study of Accreditation of Selected Health Educational Programs. Commission Report.**

National Commission on Accrediting, Washington, D.C.

Spons Agency—Commonwealth Fund, New York, N.Y.

Pub Date May 72

Note—62p.

Available from—National Commission on Accrediting, One Dupont Circle, N.W., Suite 300, Washington, D.C. 20036 (single copy without charge)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Accreditation (Institutions), Certification, Educational Accountability, Educational Finance, *Educational Programs, Educational Research, *Health Occupations Education, *Post Secondary Education

This report presents the findings and recommendations resulting from a study of the accreditation of 15 selected health education programs by a 13-member study commission. Section I of the report presents a summation of the basic issues and problems considered by the commission, including such issues as: (1) accountability, structure, financing, and expansion of accreditation, (2) research in accreditation, and (3) relationship of accreditation to licensure and certification. A detailed discussion of these issues is contained in a series of staff working papers available as VT 016 554 and VT 016 555 (Jan 73 RIE). Section II of the report outlines and discusses basic accreditation policies that pertain to post-secondary accreditation, including such aspects as: (1) purposes and functions of accreditation, (2) organization of accreditation, and (3) structure of accrediting agencies. Section III of the report presents the commission's conclusions and recommendations with respect to the functions, structure, operations, financing, and expansion of accreditation in the 15 health professional fields selected for study. (SB)

**ED 068 629** VT 016 641

*Oberlander, Oliver C.*

**A Study of Occupational Practices As They Relate to Curriculum Design for Career Education.**

Central Michigan Univ., Mount Pleasant. Dept. of Industrial Education and Technology.

Pub Date 71

Note—32p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Career Education, Career Planning, College Curriculum, Curriculum Design, Educational Research, Elementary Grades, *Guidance Personnel, *Industrial Education, *Occupational Guidance, Post Secondary Education, Secondary Grades, Undergraduate Study, Vocational Counseling, *Vocational Development

This study was conducted to: (1) identify existing practices of occupational guidance programs for Grades K-12 in Michigan, (2) recommend educational changes for the preparation of occupational guidance personnel, and (3) determine specific objectives and ways in which the Department of Industrial Education and Technology of Central Michigan University can prepare occupational guidance personnel. Data were gathered through mailed questionnaires as well as personal interviews and/or group conferences with 154 teachers, counselors, and administrators at elementary, secondary, postsecondary, and college levels. The responses to the 10 questions included in the interviews and on the questionnaires are summarized. Some major conclusions of the study are: (1) In general, those responsible for career planning felt ill prepared and not qualified to provide occupational guidance services. (2) A large percentage of the present counseling and guidance services are too theoretical, with the major emphasis on psychological and sociological aspects of human development and little emphasis on career development. (3) One or more undergraduate course(s) directly related to career planning and development should be required for those involved in career education. (SB)

**ED 068 630** VT 016 657

*Tella, Alfred And Others*

**The Hours of Work and Family Income Response to Negative Income Tax Plans. The Impact on the Working Poor.**

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Dec 71

Note—37p.

Available from—W.E. Upjohn Institute for Employment Research, 300 S. Westnedge Ave., Kalamazoo, Michigan 49007 ($.75)

**Document Not Available from EDRS.**

Descriptors—*Employment, *Family Income, *Low Income Groups, Poverty Research, Unemployment, *Working Hours

Identifiers—*Negative Income Tax

The negative income tax has been proposed as an effective means to combat poverty in the United States. This study, which is inferential in nature and a complement to ongoing field experimentation, is concerned with such questions as: (1) How will a negative income tax affect the working poor, (2) Will a negative income tax encourage some people to work fewer hours, (3) How will different working members of low-income families be affected, and (4) How efficient are different negative income tax plans likely to be in reducing poverty and raising family income? The study uses a tabular methodology to estimate worker response to income supplementation and marginal tax rates on earnings such as would occur under a negative income tax. In addition, the analysis not only covers male and female family heads, but also measures the work response of husbands and wives jointly. The impact on the work effort of family members is estimated for different size income transfers and a range of tax rates. Several alternative tax plans are discussed. (Author/JS)

**ED 068 631** VT 016 694

**Core Curriculum for Agriculture and Agribusiness on All Levels of Education. Final Report.**

Mississippi State Univ., State College.

Spons Agency—Mississippi State Dept. of Education, Jackson.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—135p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Agribusiness, Agricultural Education, Agricultural Personnel, Career Education, *Core Curriculum, *Curriculum Development, Methodology, Resource Materials, *Vocational Agriculture, Vocational Development, *Vocational Education

Identifiers—Public Law 90 576

This final report of a research project in vocational education, conducted under Part C of Public Law 90-576, will be useful to teachers, administrators, and teacher educators charged with curriculum or course development in vocational agriculture. The objective of this research project was to place curriculum development activities in vocational agriculture on a factual basis through the use of scientific research methodology. In order to develop a core curriculum, educational objectives, innovative teaching techniques, and differentiated staffing patterns for agricultural and agribusiness curriculums, a questionnaire was constructed after a literature review in order to appraise the knowledge and skills of 262 agribusiness personnel, 122 educational personnel, 200 farmers, and 712 vocational agriculture students. A second questionnaire collected data for implementing career education from 22 secondary and post-secondary teachers of agriculture. A third questionnaire was developed concerning career education and administered to 27 leaders in vocational agriculture. Characteristics of the interviewees are included, and a wide range of resource materials is provided. (AG)

**ED 068 632** VT 016 750

*Hillison, John H. Warmbrod, J. Robert*

**Manpower Needs in Environmental Management. Research Report of a Graduate Study.**

Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date Jul 72

Note—35p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Curriculum Design, *Employment Projections, *Environmental Technicians, *Manpower Needs, Metropolitan Areas, Research Methodology, Statistical Data, *Task Analysis, *Vocational Development, Vocational Education, Water Pollution Control

Identifiers—*Ohio

This report summarizes a study designed to assess current and future manpower needs in wastewater treatment, water treatment, and air pollution control, as well as perform task analyses for the purpose of developing courses of study and instructional materials. Data were collected by means of interviews for all 10 air pollution control areas in Ohio, eight wastewater and water treatment facilities for Ohio cities with a population under 100,000, and eight wastewater and water treatment facilities for Ohio cities with a population over 100,000. Data were collected by

mail questionnaire for 200 randomly selected wastewater and water treatment facilities for Ohio cities with a population under 100,000. An anticipated increase of 109 persons (a 31 percent increase) in all wastewater treatment positions from 1971 to 1974 was reported. An increase of 156 persons (a 12 percent increase) is expected from 1971 to 1974 in water treatment positions, and a 119 percent increase (152 persons) is anticipated from 1971 to 1974 in air pollution control positions. These increased personnel needs justify the development of training programs in environmental management occupations. A proposed curriculum for a 2-year program in this area is included. Numerous tables present the data. (AG)

**ED 068 633** VT 016 751

**The Job Search of Ghetto Workers.**

Bureau of Labor Statistics (DOL), New York, N. Y.

Pub Date Jun 71

Note—42p.; Regional Report No. 21

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Disadvantaged Groups, Employment, *Employment Opportunities, *Information Sources, *Occupational Information, Statistical Surveys, Urban Slums

Identifiers—*New York City

This fourth report in a series summarizing findings from the Urban Employment Survey examines how jobseekers living in the major poverty areas of New York City go about looking for work. The survey was designed to develop information on employment, unemployment, and work-related problems of the working-age population in these areas. The data discussed in this report cover the jobseeking methods used by 48,000 persons 16 years of age and over who were unemployed or looking for better jobs in the year ending June 1969. Sources of job information used included newspapers, public and private employment agencies, community organizations, and inquiries to employers, friends, and relatives. The methods most frequently used tended to be direct application to employers, inquiries to friends and relatives, and newspaper want ads. Figures on the persons, areas, occupations, and jobseeking methods used are detailed in this report. (MF)

**ED 068 634** VT 016 757

**A Guide to Career Education.**

District 1 Technical Inst., Eau Claire, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—128p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Adult Education, Attitudes, *Career Education, Career Planning, Decision Making Skills, Job Skills, *Models, *Post Secondary Education, *Program Guides, Resource Materials, Self Actualization, Technical Institutes, *Vocational Development

Identifiers—Wisconsin

This guide resulted from the Career Education Workshop conducted at District One Technical Institute, Eau Claire, Wisconsin in June 1972. It is intended to introduce the essential elements and concepts of career education and the world of work into post-secondary and adult education curriculums. The model guide, to be tested during the 1972-73 academic year, is flexible enough to be applicable to all of the programs offered at the District One Technical Institute and may also be used after evaluation in other post-secondary institutions. The eight elements and 16 concepts of career education are graphically presented in the model guide by charts and text. The section on activities related to the concepts could be used as a sample workbook. Included in the guide is a bibliography of resource materials on general vocational guidance and also on specific occupations. Other data from the workshop appear in the appendix. (MF)

**ED 068 635** VT 016 765

*Moskowitz, Irving*

**Career Resource Center: A "Pre-K to Adult" Model for Career Development. Final Report.**

Hackensack Public Schools, N.J.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Contract—OEC-0-70-5188(361)

Note—125p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Adult Education, *Career Education, *Developmental Programs, *Educational Research, Elementary Grades, Formative Evaluation, Guidance Services, Learning Activities, Occupational Guidance, *Pilot Projects, Post Secondary Education, Secondary Grades, Vocational Counseling, *Vocational Development

Identifiers—*Exemplary Projects, Hackensack Career Development Center

The Hackensack Career Development Center is a pilot project designed to: (1) make career development learning activities an integral part of the school curriculum from pre-kindergarten through adult education, (2) provide a setting in which experimentation with and evaluation of such activities may be carried on, and (3) offer students and graduates assistance in finding desired and/or suitable employment. In the second year of the Center's operation, approximately 15 continuing programs and more than 400 intra-curricular activities have been planned and/or conducted by the staff. The continuing programs are based upon a pre-established curriculum guide and, in most cases, are implemented over a prolonged period, such as all or most of the school year. The intra-curricular activities are short-term projects planned mutually by one of the school/industry coordinators and a classroom teacher in response to the teacher's request for a career development activity to relate to his course work. A major accomplishment of the second year of operation has been the development and pilot of a formative evaluation system. Other accomplishments and recommendations are discussed. (SB)

**ED 068 636** VT 016 771

*Brickell, Henry M. Aslanian, Carol B.*

**Attitudes Toward Career Education. A Report of an Initial Study of Pupil, Staff, and Parent Opinions in Atlanta, Hackensack, Jefferson County, Los Angeles, Mesa, and Pontiac.**

Institute for Educational Development, New York, N.Y.

Spons Agency—Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 15 Feb 72

Note—102p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Attitude Tests, *Career Education, Educational Attitudes, *Parent Attitudes, Questionnaires, Sampling, *Student Attitudes, Tables (Data), *Teacher Attitudes

Identifiers—CCEM, *Comprehensive Career Education Model I

This report on pupil, staff, and parent attitudes toward career education presents data obtained from a January 1972 inventory of sample populations in the six participating Local Education Agencies (LEAs) in the Comprehensive Career Education Model (CCEM) project. These data serve as a baseline for the CCEM installation efforts, and this initial survey is reported to provide more effective program planning information to the CCEM project staff. Findings from the survey showed that pupils (Grades 4-6 and 7-12), staff, and parents all had extremely positive attitudes toward career education, implying that a curriculum change in the direction of career education would probably be welcomed. There was one potential problem in the career education program: the granting of high school course credit for work experience. The survey showed that most of the parents did not approve of course credit for any of the nine job possibilities listed, but high school students wanted credit for two of the jobs and the staff members would grant credit for all nine. However, there was close agreement among the students, their teachers, and their parents about the value of career education and about their generally positive attitudes toward it. A second report will be made after June 1973 to compare the same populations and to identify changes in attitudes toward career education. (MF)

**ED 068 637** VT 016 773

**Improving the Skill of Two-Year College Faculty in Working with Minority Group Business and Engineering Technology Students. Summer Institute and Follow-Up Program. Final Report.**

City Univ. of New York, Brooklyn, N.Y. New York City Community Coll.

Spons Agency—New York State Education Dept., Albany. Bureau of In-Service Education.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—206p.; Presentation of Summer Institute and Follow-Up Program (Brooklyn, New York, July 12-23, 1971 and July 24, 1971-January 31, 1972)

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—*College Faculty, Engineering Technology, Followup Studies, Inservice Teacher Education, Instructional Improvement, *Junior Colleges, *Minority Groups, Post Secondary Education, Program Evaluation, Resource Materials, Skill Development, Summer Institutes, *Teaching Techniques, *Youth Programs

Identifiers—Business Technology, Education Professions Development Act, EPDA

Funded by a state grant through the Bureau of In-Service Education under the Education Professions Development Act, Part F, this 2-week summer institute and 1-semester follow-up project to improve skills in working with minority group students was sponsored by New York City Community College and the Division of Teacher Education of the City University of New York. Participants included 50 2-year college faculty members who were involved with business technology and engineering technology students. Learning and developing new teaching techniques by understanding the problems, viewpoints, and aspirations of minority youth students, particularly Negro and Puerto Rican, was the major emphasis. The theme of "open admissions" was focused on by means of various presentations during the entire summer institute. Participants developed individual demonstration projects which were carried out during the fall 1971 semester and summarized in reports. A series of separate group meetings were held, and at the final meeting after separate morning sessions, the entire group reassembled for a summary and critique session. While a number of valuable changes have been proposed, evaluations by participants and key consultants were positive. A participant questionnaire, project reports, and a list of consultants and staff are appended. (AG)

**ED 068 638** VT 016 783

*Nelson, Howard F.*

**Project MINI-SCORE Final Report.**

Minnesota Univ., Minneapolis. Dept. of Trade and Industrial Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Pub Date Sep 72

Note—74p.

Available from—University of Minnesota, College of Education, Department of Industrial Ed., Minneapolis, Minnesota 55455

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Data Analysis, Data Bases, Individual Differences, Post Secondary Education, Predictive Validity, Standardized Tests, *State Programs, *Student Characteristics, Tables (Data), *Testing Programs, Tests of Significance, Vocational Adjustment, *Vocational Counseling, Vocational Development, *Vocational Education, Vocational Interests

Identifiers—Minnesota, *Project MINI SCORE

As an overview of a 6-year federally funded state program, Project MINI-SCORE's final report is intended to provide guidance personnel in Minnesota with occupational data useful for counseling high school students. Over 17,500 applicants to the full-time day programs offered in 24 Minnesota Area Vocational-Technical Schools were tested with a battery of five standardized vocational, personality, and aptitude tests and a personal data sheet in order to determine significant individual differences among those who are accepted into these schools, begin related employment, and achieve successful vocational adjustment, and those who do not. From these data bases, three instruments proved most useful for predicting success for vocational students: (1) the Minnesota Vocational Interest Inventory, (2) the Sixteen Personality Factor Questionnaire, and (3) the Minnesota Importance Questionnaire. Other success criteria were inconsistent, although the existence of significant differences among male and female groups and those successful in different occupations was documented from pre-en-

rollment test data. Numerous tables present the data. Supplementing this document are five comprehensive explanations of all statistical analyses, previously announced as ED 064 521-ED 064 525 and titled "Project MINI-SCORE Final Technical Reports." (AG)

**ED 068 639** VT 016 805

**Innovations Evaluation Guide: An Evaluation Tool for Innovation Consumers in Vocational-Technical Education.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 72

Note—15p.

Available from—Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43212 (no charge)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Costs, Decision Making, Educational Benefits, *Educational Innovation, Educational Technology, *Evaluation Criteria, *Guides

This guide was developed to help improve the decision-making ability of educators who evaluate innovations. It suggests evaluative criteria for assessing an educational innovation. The format allows the evaluator to analyze the benefits and costs of an innovation step-by-step by providing information for the applicable innovation characteristics. Developers and promoters of exemplary innovations could use the categories in the guide to furnish consumer information on their products. A worksheet for major cost items is included. A related document is available as VT 015 606 (RIE, January 1973). (MF)

**ED 068 640** VT 016 817

*Lamb, Virginia Malzahn*

**Interrelating Selected Aspects of Home Economics and Physical Education for a Health Program in the Middle School at the Sixth Grade Level.**

Pub Date Jul 72

Note—184p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF$4.00; Xerography $10.00)

**Document Not Available from EDRS.**

Descriptors—*Curriculum Development, Curriculum Evaluation, Doctoral Theses, Educational Research, Grade 6, *Health Education, *Home Economics Education, *Integrated Curriculum, Mental Health, *Physical Education, Post Testing, Pretests

This study was conducted to develop, implement, and evaluate a 9-week unit interrelating the health aspects of home economics and physical education at the sixth grade level. The curriculum, which emphasizes physical, social, and mental health, was designed by: (1) diagnosing needs of the students, (2) formulating specific objectives, (3) developing evaluation strategies, (4) analyzing and developing learning experiences, (5) implementing and testing output, and (6) making improvements. Following review by six curriculum specialists, the unit was implemented with 82 sixth graders by four teachers on the development team. Analysis of pre- and post-test results indicated there was a significant difference in the scores, and it was assumed that part of the difference was due to the curriculum. Teachers' logs indicated that: (1) Interrelating two disciplines in a curriculum gives support and reinforcement to the objective for the teachers as well as the student, and (2) Active involvement of teachers in the development process creates interest in making each part of the curriculum meaningful and in accomplishing objectives. Sample evaluation instruments, teachers' and students' materials, and other study materials are appended. (Author/SB)

**ED 068 641** VT 016 875

*Lasell, Warren L. And Others*

**A Model to Evaluate Inservice Personnel Development in Vocational-Technical Education.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—82p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Behavioral Objectives, Coordinators, Guidelines, *Inservice Teacher Education, Models, *Personnel Evaluation, Program Administration, *Program Evaluation, *Staff Improvement, *State Programs, State Surveys, Vocational Education Teachers

Identifiers—*Education Professions Development Act, EPDA

The evaluation model described in this document was developed to provide States with one means of evaluating personnel development programs and projects. It was designed to supplement other State evaluation efforts by presenting guidelines and materials for use by State coordinators and evaluation teams in evaluating State inservice personnel development in vocational-technical education funded by the Federal and State governments. The purpose of the State evaluation team is to analyze data, make recommendations, and prepare a final evaluation report for the State director of vocational education. The model and procedures described in the materials may be modified by individual States to better suit their programs. The evaluation model package consists of nine documents: overview; guidelines for developing behavioral objectives; three instruction manuals for the State coordinator and evaluation team; and four survey forms. The survey forms are for the evaluation team's use in gathering data about the State personnel development program and individual projects. The manuals provide instructions for use of the survey forms, for preparation of information from the surveys, and for conducting meetings and interpretating data. (MF)

**ED 068 642** VT 016 876

*Rosen, Stuart D. And Others*

**Occupational Reinforcer Patterns (Second Volume). Minnesota Studies in Vocational Rehabilitation: XXIX.**

Minnesota Univ., Minneapolis. Industrial Relations Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—Bull-57

Pub Date Apr 72

Note—313p.

Available from—Vocational Psychology Research, Department of Psychology, University of Minnesota, Minneapolis, Minn. 55455 ($2.50)

**Document Not Available from EDRS.**

Descriptors—*Job Satisfaction, Occupational Clusters, *Occupational Information, Personality Assessment, *Profile Evaluation, Rating Scales, *Reinforcers, Vocational Adjustment, Vocational Counseling, Vocational Rehabilitation, *Work Environment

Identifiers—*Minnesota Job Description Questionnaire, Occupational Reinforcer Patterns, ORP

The Minnesota Studies in Vocational Rehabilitation report continuing research on the general problem of adjustment to work. Work adjustment is predicted by matching an individual's work personality with work environments, and satisfaction by how well abilities and needs correspond to reinforcers in the work environment. This volume presents Occupational Reinforcer Patterns (ORPs) for 67 occupations, derived from Minnesota Job Description Questionnaires completed by 2,059 job supervisors and workers in several hundred firms. These raters were asked to rank the reinforcer characteristics of the jobs they worked at or supervised. Each ORP includes descriptive statements, cross-references to ORPs with similar profiles, and information on the similarities and differences among all 148 existing ORPs. Graphic and tabular data are given by occupations and also by reinforcer dimensions, and recommendations are made for the vocational rehabilitation counseling use of the ORP profiles. The first ORP volume is announced as ED 025 817. (MF)

**ED 068 643** VT 016 925

**Institutional Manpower Development and Training in New York State. Annual Report (July 1, 1970-June 30, 1971).**

New York State Education Dept., Albany. Div. of Special Occupational Services.

Pub Date 71

Note—199p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Annual Reports, Culturally Disadvantaged, *Disadvantaged Groups, Economically Disadvantaged, *Educational Programs, Job Skills, *Job Training, *Manpower Development, Program Administration, Program Development, Skill Obsolescence, Socially Disadvantaged, Underemployed, Unemployed

This annual report is the ninth in a series of reports concerning the activities of the New York State Education Department in the manpower training effort, and it offers a narrative description and rationale of the activities of the Bureaus of Manpower Program Development and Manpower Program Supervision during 1971. The goals of the manpower training program are to: (1) provide training and financial assistance to unemployed and underemployed persons, (2) teach workers new skills and upgrade old ones, (3) alleviate the worst effects of displacement due to automation and the cybernetic revolution, (4) negate, to the extent possible, the intolerable human degradation resulting from social, cultural, and economic disadvantagement, and (5) transform the tax consumer into a tax producer. During 1971, a total of 185 projects were developed to provide training for over 37,318 persons in a wide variety of programs ranging from limited 3-week employability orientation sessions to highly sophisticated year-long courses in TV service and repair. Supervisory activities during 1971 were associated with: (1) fiscal accountability, (2) equipment accountability, (3) individual trainee referrals, (4) project progress monitoring, (5) inservice training direction, (6) curriculum development and evaluation, and (7) procedural review. (SB)

**ED 068 644** VT 016 940

**Cooperative Day of Planning V.**

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date 71

Note—75p.; Report of the Joint Meeting of the State and National Advisory Councils on Vocational Education (5th, Washington, D.C., November 12-13, 1971)

Available from—National Advisory Council on Vocational Education, 425 13th Street, N.W., Suite 852, Washington, D.C. 20004

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Advisory Committees, Career Education, *Cooperative Planning, Educational Legislation, *Planning Meetings, Program Evaluation, *Program Planning, *Vocational Education

Identifiers—National Advisory Council on Vocational Education

The Fifth Joint Meeting of the State and National Advisory Councils on Vocational Education, held in Washington, D.C., on November 12-13, 1971, was attended by representatives of 47 states, the District of Columbia, American Samoa, and Guam. This report summarizes the resolutions and discussions on areas of mutual concern and presents texts of speeches delivered to meeting participants. The meeting focused on advisory council relationships and the various roles of federal agencies in regard to the career education concept. Attention was also given to pending legislation and questions of inservice training for state advisory council members. Other Joint Meeting reports are available through the source of availability listed above and as VT 016 941 in this issue. (MF)

**ED 068 645** VT 016 941

**Cooperative Day of Planning VI.**

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date 72

Note—60p.; Report on the Joint Meeting of the State and National Advisory Councils on Vocational Education (6th, Denver, Colorado, May 5-6, 1972)

Available from—National Advisory Council on Vocational Education, 425 13th Street, Suite 852, Washington, D.C. 20004

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Advisory Committees, Career Education, *Cooperative Planning, Educational Legislation, *Planning Meetings, Program Evaluation, *Program Planning, *Vocational Education

Identifiers—National Advisory Council on Vocational Education

The Sixth Joint Meeting of the State and National Advisory Councils on Vocational Education, held in Denver, Colorado, on May 5-6, 1972, was attended by representatives of 48 states, the District of Columbia, American Samoa, and Puerto Rico. Major concerns included evaluations, activities within the six school-based career education models, legislation, and other advisory council interests. This report summarizes the discussions and presents texts of

speeches delivered at the meeting. Previous Joint Meeting reports are available through the source of availability listed above and as VT 016 940 in this issue. (MF)

**ED 068 646** VT 016 943
*Conroy, William G., Jr. Weinberger, Elizabeth*
**MISOE in Motion.**
Management and Information System for Occupational Education, Winchester, Mass.
Report No—Occas-Paper-6
Pub Date 1 Jun 72
Note—103p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Decision Making, Feedback, *Information Systems, *Management Systems, Models, *Simulation, Systems Analysis, Tables (Data), *Vocational Education
Identifiers—MISOE
The Management and Information System for Occupational Education (MISOE) is best described as a process which links man as a manager of a complex social service with information which describes important aspects of that social service. More specifically, the scope of MISOE includes: (1) those decisions which determine the social goals to be attained by occupational education, (2) those decisions which determine the relative amount of occupational education to be provided for citizens of Massachusetts, and (3) those decisions which determine the occupational capabilities to be provided, as well as the instructional programs designed to help individual human beings attain such occupational skills and abilities. Major sections of this document present a discussion of the integrated decision-making process of MISOE, the information component, and a forecasting example at the overall agency level. In discussing the information component, reference is made to a simulation model and to a feedback loop. A related document is available as VT 016 944 in this issue. (JS)

**ED 068 647** VT 016 944
*Weinberger, Elizabeth And Others*
**Delineation of MISOE's Static Space.**
Management and Information System for Occupational Education, Winchester, Mass.
Report No—Occas-Paper-5
Pub Date 25 Apr 72
Note—108p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Decision Making, Feedback, *Information Systems, *Management Systems, Models, *Resource Allocations, Simulation, Space, Space Orientation, Tables (Data), *Vocational Education
Identifiers—MISOE
The Management and Information System for Occupational Education (MISOE) is a system designed to provide appropriate decision-related data for local, regional, and State managers within Massachusetts who are responsible for resource allocation over: (1) social agencies, (2) education, and (3) occupational education. The two general types of information constituting the system include information which accounts for or describes present and past occupational education phenomena, and information which offers estimates of future outcomes from current decision alternatives. The major purpose of this paper is to present a closing statement about MISOE's static space, including educational impact space, input space, student space, process space, and product space. Section one of the paper deals with those parts of the educational systems space that are decided upon by State policy makers, while section two deals with those parts that are within the decision-making realm of the educator. A related paper, available as VT 016 943 in this issue, discusses the analysis requirements of MISOE. (SB)

**ED 068 648** VT 016 945
*Ober, B. Scot*
**The Development of Word Processing and Its Implications for the Business Education Profession.**
Pub Date 72
Note—36p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Business Education, *Curriculum Development, *Job Analysis, Management Systems, Office Machines, Office Occupations, Secretaries, Stenography, *Typewriting
Identifiers—*Word Processing, Word Processing Technicians
In an attempt to deal with the paperwork explosion occurring in business offices, administrative management has developed the concept of word processing as a means of increasing office efficiency. Thus, the purpose of this study was to provide business educators with information on this new management tool and to identify those skills needed by word-processing technicians. Word processing is defined as the combination of procedures, personnel, and equipment required to accomplish the transformation of ideas to printed form. The principal party involved in this process is the typist or secretary, usually utilizing the automatic typewriter and a dictation machine. The report includes a discussion of office organizations, management techniques, and the role of the secretary. (JS)

**ED 068 649** VT 016 946
*Pelham, John T.*
**Factors Related to the Coordination and Effectiveness of Occupational Education Programs. Final Report.**
Mississippi State Univ., State College. Social Science Research Center.
Spons Agency—Mississippi State Dept. of Education, Jackson.; Office of Education (DHEW), Washington, D.C.
Pub Date 10 Aug 72
Note—196p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Community Programs, Field Interviews, *Job Development, *Manpower Development, Methodology, Performance Factors, *Program Coordination, *Program Effectiveness, Vocational Development, *Vocational Education
Identifiers—Public Law 90 576
Conducted as a research project in vocational education under Part C of Public Law 90-576, the primary goal of this study was to develop and test a model for the study of the process of job creation, job training, and job placement in the community context. Personal interviews with community leaders, agency representatives, and major employers in the four study communities were conducted by the author, using the key informant technique with 84 community leaders in order to gather information about the manpower development process from their perspectives. This case study approach was found to be useful in studying the interrelationships between job creation, job training, and placement efforts in the community context. The two communities with the largest employment levels also were characterized by greater ease of placement and greater reported use of training agencies by employers. Efforts to coordinate job training programs were found in all but one city. Job training diversity varied from city to city. The overlapping nature of leadership in some areas made program coordination easier. A series of 10 recommendations points up changes needed in current manpower development practices, specifically those involving vocational and technical education. (AG)

**ED 068 650** VT 016 947
**Metrication at Work. Training Manual.**
Local Government Training Board, London (England).
Pub Date 71
Note—42p.
Available from—Local Government Training Board, Alembic House, 93 Albert Embankment, London SE1 7UB, England
**Document Not Available from EDRS.**
Descriptors—*Manuals, Measurement, *Metric System, On the Job Training, Staff Orientation, *Training Techniques
Identifiers—*England
England is in the process of changing to the metric system of measurement. This manual was prepared to help in the metrication training of persons who are directly involved in manipulations of metric units in their jobs or who are required to work with them. A method of organizing and controlling the training is outlined which provides for training new employees as well as existing staff. Much of the training should be planned around procedures and materials used in specific jobs, and job-oriented training techniques may be devised as needed for different categories of staff. Examples of typical job exercises are included in the manual, along with control forms and a criterion test to assess the learner's knowledge. (MF)

**ED 068 651** VT 016 948
**Work Experience Career Exploration Program (WECEP) Advisory Committee Report: Evaluation and Recommendations.**
Minneapolis Public Schools, Minn. Special School District 1.
Pub Date Jun 72
Note—82p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Education, *Changing Attitudes, *Disadvantaged Youth, Grade 9, Prevocational Education, Program Costs, *Program Evaluation, School Community Relationship, Student Attitudes, Student Behavior, Tables (Data), *Work Experience Programs
Identifiers—*Career Exploration, WECEP, Work Experience Career Exploration Program
The Work Experience Career Exploration Program (WECEP) is a prevocational exploratory program designed for educationally disadvantaged ninth grade students, emphasizing the cultivation of individual talents, development of social skills, and the recognition of the student as an individual with social and economic worth. In order to evaluate WECEP, a post-test only control group design was followed. Based on data collected from school records, interviews with students, and employer ratings, the major finding of the evaluation was that the WECEP students showed significant improvement in behaviors and attitudes such as cooperation, completion of tasks, and pride in work. Included in this report are recommendations and program cost data. (JS)

**ED 068 652** VT 016 950
*Robson, Virginia Acord, David L.*
**Counselor Awareness Program for Vocational Education. Final Report.**
Kanawha County Board of Education, Charleston, W. Va.
Spons Agency—West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.
Pub Date Jul 72
Note—101p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Career Education, Educational Objectives, *Inservice Education, *Secondary Education, Secondary School Counselors, Student Needs, *Summer Institutes, Tables (Data), *Vocational Counseling
Thirty-seven secondary counselors attended a 2-week intensive training program at Carver Career and Technical Education Center to update their knowledge of vocational education and of the world of work, to improve their counseling and guidance techniques, and to develop new or revised plans of occupational guidance and counseling for their respective schools. The 2-week training program was the first phase of the Counselor Awareness Program for Vocational Education. Implementation of the new or revised plans of occupational guidance and counseling in participants' schools during the 1971-72 school term was the second phase. Important long-range goals were to help students improve their knowledge and understanding of vocational education and their ability to make wise career decisions. As part of the on-site experience, counselors observed vocational education teachers instructing students, heard presentations by the teachers designed to familiarize counselors with a variety of curricular activities performed in the vocational training areas and with the aptitudes students need for success, and participated in simulated work tasks. Each counselor participated in at least 15 of these sessions, known as Work Sample Exposures. Workshop methods included group guidance and individual counseling sessions, field trips, group discussions, reaction panels, and taped demonstrations of counseling sessions. (Author)

**ED 068 653** VT 017 050
*Herr, Edwin L. Cramer, Stanley H.*
**Vocational Guidance and Career Development in the Schools: Toward a Systems Approach.**
Pub Date 72
Note—356p.
Available from—Houghton Mifflin Co., 1900 S. Batavia Ave., Geneva, Illinois 60134
**Document Not Available from EDRS.**
Descriptors—Career Education, Cooperative Education, Educational Change, Elementary Grades, *Guidance Services, Occupational Guidance, Occupational Information, *Program

Development, Program Evaluation, School Industry Relationship, Secondary Grades, *Systems Approach, *Vocational Counseling, *Vocational Development

In addition to surveying the approaches to and elements comprising vocational guidance, this book represents an attempt to develop a position state about the potential significance of vocational guidance within the educational context. As a result of this approach, vocational development is viewed as a subsystem within the larger system of education, and the chapters of this book are designed to carry the reader through the stages of a systems approach to vocational guidance. Chapters cover such topics as: (1) Vocational Guidance: Past, Present, and Future, (2) The Ingredients of Career/Vocational Development, (3) The American Occupational Structure, (4) The Consumers of Vocational Guidance, (5) Formulating Objectives for Vocational Guidance, (6) Vocational Guidance, Vocationalization, and the Elementary, Junior High, and Senior High Schools, (7) Helping Strategies in Vocational Guidance, (8) Assessment and Evaluation in Vocational Guidance, (9) Information in Vocational Guidance, and (10) Bringing About Change in Schools. (SB)

**ED 068 654** VT 017 051

**Women's Bureau '71.**

Department of Labour, Ottawa (Ontario). Women's Bureau.

Pub Date 72

Note—36p.

Available from—Canada Department of Labour, Ottawa, Ontario, Canada KIA OJ2

**EDRS Price MF-$0.65 HC Not Available from EDRS.**

Descriptors—*Equal Opportunities (Jobs), *Federal Legislation, Females, Labor Force, *Sex Discrimination, *Underemployed, *Working Women

Identifiers—*Canada

This publication contains four papers presented by the Director of the Women's Bureau (Canada), which cover topics of concern and interest to the Bureau. Papers are: (1) "The Underemployed, Underpaid Third of the Labour Force," which presents statistical data reflecting a picture of working women in Canada, showing the occupational segregation and wage discrimination that persists, (2) "The Importance of Perseverance," which is designed to appeal to women to persevere in their efforts to rectify existing injustices in Canadian society relating to working women, (3) "A Year After the Report: Where Are We Now?" which sets out significant legislation enactments by federal and provincial governments designed to eliminate sex discrimination in employment, and (4) "Canada's International Posture on the Status of Women," which discusses two international bodies with which the Women's Bureau is closely associated, the International Labour Organization and the United Nations Commission on the Status of Women. (SB)

**ED 068 655** VT 017 052

*Clement, Meredith O. Gustman, Alan L.*

**A Simultaneous Equations Econometric Model of the Determinants of Vocational and Non-Vocational Spending and Enrollment. Final Report.**

Dartmouth Coll., Hanover, N.H.

Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Mar 72

Grant—OEG-1-71-0107(508)

Note—139p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Cost Effectiveness, Educational Administration, Educational Planning, *Enrollment, Expenditure Per Student, Expenditures, *Models, *Program Costs, School Accounting, Tables (Data), *Vocational Education

Identifiers—*Econometrics, Equations

Using an econometric model of four simultaneous equations for State cross-sectional data and of two equations for city cross-sections, the following determinants were estimated: (1) current spending on education, (2) the ratio of vocational to current educational expenditures, (3) the overall enrollment rate in public schools, and (4) the percentage of publicly enrolled students in vocational programs. Interrelationships among these variables are significant. Particularly, current spending per student and over-all enrollments interact so that attempts to increase instructional resources available to each pupil are frustrated by changes in enrollments. In addition to feedbacks among these endogenous variables, influences of 26 exogenous variables, including proxies for racial, religious, occupational, and industry mixes were examined. These are notable determinants of spending per student or enrollment rates, as are other variables representing factors that help to establish demand for educational services. Important variables in this latter category are income levels, income distribution, adult educational attainments, and competing claims on public resources. An appreciable impact of State and Federal educational aid is also present. Finally, instructional costs affect educational spending per pupil, but putative effects of higher salaries are diluted possibly by scale economies to districts, factor substitutions, or changes in teacher-student ratios. (Author)

**ED 068 656** VT 017 053

*Peters, Herman J. Hansen, James C.*

**Vocational Guidance and Career Development. Selected Readings.**

Pub Date 71

Note—483p.; Second Edition

Available from—Macmillan Co., 866 Third Avenue, New York, N.Y. 10022

**Document Not Available from EDRS.**

Descriptors—Adult Development, Bibliographies, Counseling Theories, Disadvantaged Youth, Economic Factors, Elementary Grades, Females, *Occupational Guidance, Occupational Information, Post Secondary Education, Secondary Grades, Social Factors, *Supplementary Reading Materials, *Vocational Counseling, *Vocational Development

This compilation of readings pertaining to vocational guidance is designed to provide counselors in a number of settings with access to articles that will complement standard information sources. Part 1 explores various approaches to the nature of work, while Part 2 focuses on society's dimensions of work with consequent implications for guidance. Part 3 presents some key readings on theories of vocational guidance by Super, Holland, Tiedeman, Roe, and others. Parts 4 and 5 take up procedures for guidance, including information, general guidance, and counseling procedures. Part 6 contains articles which reflect the continuing process of vocational development from the elementary through the college level. Parts 7 and 8 discuss vocational guidance and career development of the disadvantaged and women, and Part 9 discusses the continuing needs in adult vocational guidance and career development. Each section is introduced by a brief overview and is concluded by a bibliography of related information. (SB)

**ED 068 657** VT 017 054

*Rhodes, James A.*

**Vocational Education and Guidance: A System for the Seventies.**

Pub Date 70

Note—163p.; PMM Collection

Available from—Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216

**Document Not Available from EDRS.**

Descriptors—*Career Education, *Career Planning, Core Curriculum, Curriculum Development, *Curriculum Evaluation, *Educational Innovation, Elementary School Curriculum, Guidance, High School Curriculum, *Occupational Guidance, Resource Materials, Supplementary Textbooks, Vocational Education

Written by a former governor of Ohio, this book is aimed at both the general public and the educational community who are looking for alternative curriculums in the public schools. The author suggests that public school education should focus more carefully on preparing students for the world of work, and proposes a comprehensive vocational education program for students in grades K-12 with a chapter on a work adjustment program for under achievers. Resources for developing this new system of education are listed along with the specific responsibilities of various segments of the community if educational change is to come about. (AG)

**ED 068 658** VT 017 057

*Bettis, Mervin Dale*

**Experimental Development and Evaluation of a Shop Safety Attitude Scale.**

Pub Date 72

Note—114p.; Ph.D. Dissertation, Iowa State University of Science and Technology

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-3857, MF $.95; See catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—*Accident Prevention, Agricultural Education, *Attitude Tests, Doctoral Theses, Educational Research, *Evaluation Criteria, Rating Scales, Safety Education, *School Safety, *School Shops, Student Attitudes

The purpose of this study was to develop and evaluate a shop safety attitude scale that could be administered at the beginning of a shop course to help identify students who may be accident repeaters. A semantic differential scale was adapted from one originated by Osgood and his associates (1964) and administered to a sample of 125 university students (63 in a metals and welding course and 62 in a carpentry and concrete course). Other data were obtained from a social desirability test, a mechanical aptitude test, an accident survey, ACT scores, high school rank, cumulative college grade-point average (GPA), college class rank, and age. The Mouflon stepwise regression technique was employed in selecting the best predictor of accident experience. By using selected scores from the semantic differential scale, 15.68 percent of the variance could be accounted for in predicting the number of injuries a student may have which would require a doctor's treatment or first aid during a 3-year period. However, when mechanical aptitude test score, ACT score, GPA, age, and three variables from the semantic differential attitude scale were included in the regression scale, 23.36 percent of the variance could be accounted for in predicting the number of property damage accidents for which the student was to blame. It was concluded that it is possible to develop a shop safety attitude scale to predict accident experience. (Author/SB)

**ED 068 659** VT 017 058

*Fredericksen, June Paulsen, Russell*

**Home Economict Assistant Study. Final Report.**

North Central Technical Inst., Wausau, Wis.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 72

Note—65p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Educational Research, *Entry Workers, Home Economics Education, Job Skills, *Occupational Home Economics, *Post Secondary Education, *Program Evaluation, *Subprofessionals, Work Experience

Identifiers—*Home Economists Assistants

To evaluate the adequacy of a home economist assistant curriculum compared to the skills, knowledges, and attitudes needed for entry employment in the auxiliary home economics field, 50 employers were personally interviewed, and the employers and 31 graduates were surveyed by mail. The mailed questionnaire requested information regarding the importance of knowledge in certain subject matter areas, desired job skills, and job responsibilitiec. Results of the surveys indicated that students need maturity and work experience in addition to a well-rounded vocational home economics education background. Employers indicated that students need to be taught how to work, to accept responsibility, and to work with different types of people. Over 80 percent of the graduates reported working in jobs directly related to their major field, which include food and non-food related positions, and 90 percent are experiencing job satisfaction with their present employment. A major recommendation stemming from the results is that the length of the program should be extended from a year-long course to a 1 1/2- or 2-year program which includes work experience as a requirement. (SB)

**ED 068 660** VT 017 059

*Boss, Richard Dale*

**A Study of Current Practices in Technical Vocational Curriculum Development in Community Colleges of the Western States.**

Pub Date Jun 68

Note—288p.; Ed.D. Dissertation, Oregon State University

Available from—University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-14870, MF $4.00, Xerography $10.00)

**Document Not Available from EDRS.**
Descriptors—College Administration, *Community Colleges, *Curriculum Development, *Curriculum Evaluation, Data Analysis, Doctoral Theses, Evaluation Criteria, Questionnaires, State Departments of Education, Surveys, *Technical Education, Vocational Directors, *Vocational Education
Identifiers—Western States
In order to evaluate the curriculum development practices of community colleges in the Western States and to recommend guidelines for their technical vocational programs, a survey was made of community college administrators and of State directors of vocational education. Questionnaire data from 56 college administrators in 10 Western States and from the State directors in the 10 states were analyzed and compared. A literature review traced the parallel development of community college movements and vocational education, revealing a question as to the responsibility of the college for this type of education. Survey findings showed basic agreement between the two survey groups. Both felt that the community college should be responsible for the development of curriculum, that the evaluative criteria used for successful high school level vocational education was suitable for community colleges, and that advisory committees were helpful in developing curriculums. The survey data also showed that technical vocational students constituted approximately one third of the student bodies and that enrollments and curriculums were increasing, particularly in non-engineering divisions. (MF)

**ED 068 661** VT 017 060
*Boyd, Willie E.*
**A Summary and Evaluation of Public Service Careers: Plan "B" (PSC-B).**
Office of New Careers (DHEW), Washington, D. C.
Pub Date 72
Note—100p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Disadvantaged Groups, *Educational Programs, Employment Opportunities, Improvement Programs, Job Development, *Job Training, *Manpower Development, Program Administration, *Program Evaluation, Success Factors, Supervision, Supervisory Methods, Vocational Development
Identifiers—*New Careers
Under the provisions of Title IB of the Economic Opportunity Act of 1964 (as amended), the Public Service Careers Plan B (PSC-B) program, funded by the U. S. Department of Labor, was designed to stimulate permanent employment opportunities for the disadvantaged and to encourage the upgrading of existing low-paid workers in agencies receiving Federal grants-in-aid. In July 1970, grants totaling $12 million were allocated to 127 grant-in-aid recipients in 43 States for the projected entry employment and training of 3,520 disadvantaged and for the training and upgrading of 2,254 existing low-paid workers. This report represents an analysis of the 117 projects that became operational and includes a description of such program components as: (1) program administration, (2) problems encountered by project directors and enrollees, (3) benefits of the program with respect to administration, flexibility and objectivity, communication, and career development, (4) recruitment and selection, (5) orientation program, (6) job development, and (7) education and training. In general, program success varied directly with the style of supervision employed. It was found that contemporary supervisory styles were closely associated with the successful projects, while traditional supervisory practices were more closely associated with the less successful ones. (SB)

**ED 068 662** VT 017 061
*Potts, Frank E.*
**The World of Work--Industrial Clean Rooms.**
Wisconsin State Employment Service, Milwaukee. Occupational Analysis Field Center.
Report No—WSES-Ser-1010-3-69
Note—42p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Aerospace Industry, Employment Opportunities, Employment Qualifications, *Entry Workers, Equipment Maintenance, Job Analysis, Job Skills, *Manufacturing Industry, *Occupational Information, Occupational Surveys, Promotion (Occupational), *Sanitation
Identifiers—*Industrial Clean Rooms
The purpose of this publication is to present information concerning the environmental conditions imposed upon workers in industries which require clean room facilities to eliminate particle-caused equipment failure. The information, which was collected through interviews, observation, and other standard job analysis techniques, discusses these topics: (1) history of clean rooms, (2) degrees of cleanliness in clean room installations, (3) industrial use of clean rooms, (4) general working conditions, (5) job requirements, (6) employee qualifications, with respect to interests, temperaments, and aptitudes, (7) selected occupational activities in the aerospace industry and medical apparatus manufacturing plants, including descriptions of nature of work, working conditions, physical demands, entry level training and qualifications requirements, and advancement opportunities for an aerospace assembler and assembler of implantable devices, and (8) employment outlook for clean room occupations. (SB)

**ED 068 663** VT 017 062
**Career Education: Program Goals--Accomplishments.**
Oregon State Board of Education, Salem.
Pub Date 1 Apr 72
Note—12p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Education, *Educational Objectives, Elementary Grades, Enrollment Projections, Goal Orientation, *Measurement Goals, Occupational Clusters, Personnel Data, *Program Development, Secondary Grades, *State Programs, Vocational Development
Identifiers—Career Awareness, *Oregon
This synthesized report of program goals and accomplishments for career education in Oregon lists key goals with corresponding performance objectives for 12 focal areas. These emphases for a career education program for elementary, secondary, post-secondary, and adult curriculums include: (1) career awareness, (2) career exploration, (3) career preparation, (4) specialization--post-secondary, (5) guidance and counseling, (6) disadvantaged and handicapped, (7) curriculum, (8) personnel development, (9) consumer and homemaking, (10) cooperative education, (11) youth organizations, and (12) long-range planning. Developmental school programs for occupational clusters are listed. Various program accomplishments and projections are specified. (AG)

**ED 068 664** VT 017 063
**Career Education: In-Service Teacher Training Programs Available to the Public Schools, 1972-1973.**
Trenton State Coll., N. J. Div. of Continuing Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—62p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Adult Education, Adult Vocational Education, *Career Education, College Programs, Educational Objectives, *Inservice Programs, *Inservice Teacher Education, *Professional Training, Program Costs, Program Evaluation, Public Schools
Identifiers—Educational Awareness, Employment Skills
This booklet explains how to obtain and best use the federally funded inservice teacher services provided by the Division of Continuing Education at Trenton State College. The cost of the service for public schools is specified along with lists of the inservice programs available and their objectives. This pamphlet will prove useful for both public school administrators and teachers in an ongoing career education program. Methods of evaluating these programs are given. (AG)

**ED 068 665** VT 017 091
*Williams, Revonda*
**Evaluation: Coordinated Vocational Academic Education (1969-1970 and 1970-1971).**
Georgia Univ., Athens. Div. of Vocational Education.
Pub Date 71
Note—48p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Academic Education, *Cooperative Programs, *Disadvantaged Youth, *Dropout Prevention, Pilot Projects, *Program Coordination, *Program Evaluation, Student Evaluation, Student Improvement, Vocational Education
Identifiers—*Georgia
This paper evaluates the progress of the Coordinated Vocational Academic Education (CVAE) Program for disadvantaged students in Georgia for the school year 1970-71. Evaluation was based on changes in grades, attendance, and attitudes of students as compared with the previous school year when the new coordinated program was not in effect. The CVAE program grew out of two previous vocational programs, one a state training plan for disadvantaged students and the other developed in Forsyth County to combat their high dropout rate, negative student attitudes, and student frustrations and lack of basic skills. These two plans were evaluated and their most advantageous aspects combined into one program, CVAE, initiated throughout the state in the 1970-71 school year. This combined program was designed to help reduce the high dropout rate in Georgia by offering the students realistic academic and vocational instruction with work experience and individual attention. Data were collected through visits with school coordinators and random sampling of students. Conclusions from the survey data indicated that the new program appeared to be accomplishing its objectives and that its real potential was encouraging. Additional program studies and expansion of programs were recommended. (MF)

**ED 068 666** VT 017 092
*Frazier, William D., Comp.*
**Teachers with Ideas--In Action. A Report of Mini-Grant Projects Approved in 1971.**
Oklahoma Vocational Research Coordinating Unit, Stillwater.
Pub Date 72
Note—96p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Career Education, *Counselors, Curriculum Development, *Educational Research, Program Development, Research Coordinating Units, *Research Projects, *Teacher Developed Materials, Teaching Techniques, Vocational Counseling, *Vocational Education
Identifiers—Oklahoma
This publication provides a descriptive report of 24 mini-grant proposals funded by the Oklahoma Research Coordinating Unit to secondary teachers and counselors. Each report includes: (1) the director(s) and title(s), (2) school affiliation, (3) school administrator, (4) estimated cost of the project, (5) summarization of activities, (6) illustrations of products or examples of materials if any were generated in the project, (7) dissemination activities following completion of the project, and (8) some editorial comments regarding the apparent success or failure of the project. Of the 24 projects, 10 proposed to develop curriculum materials, five resulted in new programs or a new unit in an existing program, and seven others resulted in development of techniques new to the investigators. A total of 18 investigators were successful in reaching their project objectives. It was concluded that vocational teachers and counselors are competent in conducting research and development projects which lead to improved practices in their teaching, and the mini-grant program is an efficient and economical technique for use as a change catalyst. Several recommendations were made, and the major proposal for the mini-grants is appended. (SB)

**ED 068 667** VT 017 094
**Middle School: World of Work, Vocational Self-Concept and Career Planning. Final Report.**
Hartford Public Schools, Conn.
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
Pub Date 26 Jun 72
Note—144p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Advisory Committees, *Career Education, *Career Planning, *Changing Attitudes, Decision Making Skills, Developmental Programs, Disadvantaged Youth, Educational Research, Grade 7, Grade 8, Integrated Curriculum, Middle Schools, Occupational Guidance, *Occupational Information, *Self Concept, Unit Plan, Values, Vocational Counseling, Work Attitudes
Identifiers—*Career Exploration
The goals of the first phase of a career exploration project were to change attitudes toward the world of work, upgrade values, and improve the self-concepts of approximately 550 Grade 7 and

8 disadvantaged youth in two Hartford middle schools. This was accomplished through a number of experiences and activities developed in five classroom units and three counseling procedures. The classroom units focused on distribution, manufacturing, office, health service, and general service occupations, while the vocational counseling techniques were concerned with self-concepts, interests, and the decision making process. Early in the project, a broad-based advisory committee representing the major industries and employers in Hartford was established. The teachers and counselors participating in the project and the advisory committee formed six sub-committees, and each sub-committee developed a unit covering their particular occupational cluster. The project did not accomplish all its goals but a beginning was made. In subsequent years the project will be projected down into the elementary grades and up into the secondary schools with the aim of developing a comprehensive K-12 program. (SB)

**ED 068 668** VT 017 095
**Vocational Guidance and Career Education Programs: Report of 1969/71.**
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date 71
Note—91p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Education, Job Placement, Multimedia Instruction, *Occupational Guidance, *Pilot Projects, *Program Coordination, *Program Descriptions, School Community Programs
Identifiers—*New Jersey
Program activities inherent in and important to career education include such elements as school-industry cooperation, job placement, school-community coordination, and innovative instructional methods. This report contains abstracted descriptions of vocational guidance and career education programs in New Jersey. Presented first are brief summaries of the Hackensack Project, a preschool through adult career education model program, and of Governor Cahill's Career Development Pilot Project for the establishment of career education programs extending from the elementary grades through high school. The bulk of the report consists of descriptions of vocational guidance and job placement services in high schools, school-community coordination programs, multimedia techniques for career guidance, job placement and counseling training sessions at two state colleges, and special vocational guidance and counseling programs for disadvantaged students and school dropouts. All of the described programs may be used through planned expansion to build a fully articulated career education project in New Jersey. (MF)

**ED 068 669** VT 017 096
*Lasell, Warren L. And Others*
**An Evaluation System for Vocational Education Leadership and Professional Development Activities. Final Report.**
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Grant—OEG-0-70-1962(725)
Note—104p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Behavioral Objectives, Coordinators, Guidelines, Models, Participant Satisfaction, *Personnel Evaluation, *Program Evaluation, *State Programs, State Surveys, Supervisors, *Vocational Directors, *Vocational Education Teachers
This report describes the development of a prototype evaluation model designed to evaluate state personnel development programs in vocational-technical education activities. Components of the evaluation model are presented in seven sections of the report: model overview, state director's manual, state coordinator's manual, state evaluation team manual, survey forms, aid for interpreting data, and guidelines to develop behavioral objectives. The manuals provide procedures for administering the program, making surveys and interpreting data collected, and reporting conclusions and recommendations. A related report is available as VT 016 875 in this issue. (MF)

**ED 068 670** VT 017 104
*Drier, Harry N., Jr.*
**K-12 Guide for Integrating Career Development Into Local Curriculum.**
Pub Date 72
Note—265p.; PMM Collection
Available from—Charles A. Jones Publishing Co., 4 Village Green, S. E., Worthington, Ohio 43085
**Document Not Available from EDRS.**
Descriptors—Bibliographies, *Career Education, Curriculum Development, *Developmental Guidance, Elementary Grades, *Guidance Programs, *Integrated Curriculum, Occupational Guidance, Professional Personnel, *Resource Guides, Secondary Grades, Self Concept
This resource guide, a result of 2 years' work on the part of over 500 educators, a state-wide 2-week workshop in Wisconsin, and several committee meetings, has been field-tested in 10 pilot workshops for 290 participants in an effort to help Wisconsin schools promote the concept and programs of career education among the state's school administrators, supervisors, teachers, specialists, and students. Career development concepts, presented by the four levels, primary (K-3), elementary (4-6), junior high school (7-9), and senior high school (10-12) are detailed sequentially with a series of concepts for each matrix cell of the career education model. Directions for evaluating career development programs are given. Extensive lists of resources, arranged by concept and grade level, and lists of publishers in addition to a bibliography for professional reading and a glossary of terms are included.

**ED 068 671** VT 017 129
*Lembeck, Ruth*
**Teenage Jobs.**
Pub Date 72
Note—274p.; PMM Collection
Available from—David McKay Inc., 750 Third Ave., New York, New York 10017 ($6.95)
**Document Not Available from EDRS.**
Descriptors—Career Education, *Employment Opportunities, *Job Market, *Occupational Guidance, Occupational Information, *Resource Materials, Secondary Grades, *Supplementary Reading Materials, Teenagers
Identifiers—Attitudes Appreciations, *Career Awareness, Educational Awareness
This supplementary reference reading material for high school students and teenagers introduces the reader to over 1,000 job ideas. Much of the book is related by young people themselves who tell how they thought up work ideas, applied for and held jobs, what they needed in education, training and talent and other suggestions. An appendix of youth organizations is included for further reference. The book may be used for self instruction or as a vocational guidance resource. (PM)

**ED 068 672** VT 017 132
*Paradis, Adrian A.*
**Reclaiming the Earth: Jobs That Help Improve the Environment.**
Report No—7255-06779
Pub Date 71
Note—180p.; PMM Collection
Available from—David McKay Co., Inc., 750 Third Ave., New York, New York 10017 ($4.50)
**Document Not Available from EDRS.**
Descriptors—Agricultural Education, Bibliographic Citations, *Environmental Education, Industrial Education, Natural Resources, *Occupational Guidance, *Occupational Information, Resource Materials, *Secondary Grades, *Supplementary Reading Materials
Identifiers—Attitudes Appreciations, *Career Awareness, Educational Awareness
This supplementary reference reading material for high school students introduces the reader to job opportunities in natural resources and environmental protection. Parts of the book consider the solvers of environmental problems-planners, architects, engineers, communicators, etc. The problems of the environment are presented in an introductory survey fashion. An appendix lists professions and addresses of publishers for further reference. (PM)

**ED 068 673** VT 017 155
**Manpower Development in Highway Safety: Needs, Issues and Alternatives for Action.**
Bishop (R. W.) and Associates, Tallahassee, Fla.
Spons Agency—Highway Users Federation for Safety and Mobility, Washington, D. C.
Pub Date Dec 71
Note—88p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Needs, *Educational Programs, *Manpower Development, *Safety Education, Speeches, Symposia, *Traffic Safety
This project was conducted to: (1) identify and clarify the primary needs and issues related to highway safety manpower education and training, (2) evaluate the potential sources of assistance for resolving the needs and issues, and (3) evolve strategies for bringing about a significant improvement in the quality and quantity of highway safety manpower. Relevant literature was examined for ideas related to project objectives, and data were gathered through personal interviews with appropriate representatives of various organizations concerned with manpower development in highway safety. A major source of data came from planning, conducting, and follow-up activities related to a manpower development symposium, and texts of the major speeches from the symposium are included in this report. Project findings are reported concerning: (1) the organizational structure of highway safety management, (2) current status of manpower development, (3) the private sector and (4) education and training. The report concludes that before any major improvement occurs, closer coordination and cooperation is needed within and among the levels of government, and between governmental and non-governmental groups.(SB)

**ED 068 674** VT 017 156
**Selected Training Programs for Physician Support Personnel.**
National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.
Report No—DHEW-NIH-72-183
Pub Date May 72
Note—101p.; Revised, May, 1972
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Academic Standards, Accreditation (Institutions), Admission Criteria, *Ancillary Services, *Directories, *Educational Programs, *Health Occupations Education, Medical Education, Nursing, *Paramedical Occupations, Physicians Assistants, Pilot Projects, Program Descriptions, Technical Education
The emphasis of this publication is on new or proposed physician support training programs which are in the advanced planning or pilot stages and on operational programs which have not yet received accreditation or have only recently been accredited. Detailed data were gathered for 71 programs through mailed questionnaire or telephone surveys, and this data is summarized according to whether the programs have varied entrance requirements or extend nursing roles. The programs are listed alphabetically by state and city and contain the following information: (1) program title, (2) title of graduates, (3) institution name and address, (4) program director(s) and address, (5) affiliated institution(s), (6) stage of development, (7) length of program, (8) curriculum description, (9) credential awarded, (10) minimum and additional preferred requirements, (11) number of students enrolled and graduated, and (12) availability of financial aid. In addition to the 71 programs for which complete information was obtained, the publication lists the director and address of 41 programs for which no detailed information was available at the time of the survey. Sources of further information concerning several of the programs are appended. (SB)

**ED 068 675** VT 017 157
**Consumer Education for High Schools.**
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Report No—Curric-Bull-16
Pub Date 69
Note—65p.; 1968-69 series
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($1.50)
**Document Not Available from EDRS.**
Descriptors—*Consumer Economics, *Consumer Education, Course Content, *Curriculum Guides, *High School Curriculum, Lesson Plans, Merchandise Information, Money Management, *Purchasing, Urban Areas

Identifiers—New York City

This experimental course of study for high school students was designed to prepare teenage consumers to understand the choice of products and services offered in the marketplace and to make their choices wisely. Billions of dollars annually are spent by teenagers on merchandise and services. The need for a course in consumer education is so pressing that federal, state, and city agencies are recommending its inclusion in school curriculums. This booklet presents plans for 17 different consumer education elements, each involving several lessons. Included are consumer spending, evaluation, attitudes, credit, insurance, and purchasing of a wide range of products. A list of teacher resource materials is appended. (MF)

**ED 068 676** VT 017 158

*Uthe, Elaine F.*

**The Cooperative Vocational Program. Multi-Media and Simulated Cases for Pre-Service and In-Service Development of Teacher-Coordinators. Final Report.**

Michigan State Dept. of Education, Lansing. Div. of Vocational Education.; Michigan State Univ., East Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—21p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Cooperative Programs, Disadvantaged Youth, Inservice Teacher Education, *Instructional Materials, *Instructor Coordinators, Multimedia Instruction, Preservice Education, Simulation, *Teacher Education, *Teaching Procedures, Vocational Education

This report describes a project designed to develop teacher-education materials for use in preparing teacher-coordinators for cooperative occupational programs and for cooperative programs for the disadvantaged. Project materials included multimedia programs (slide/tape presentations combined with student notebooks) and simulated cases. The simulated case technique provided decision-making exercises in a setting where there was opportunity to discuss alternative actions without incurring the risks of a real-life situation. Field testing was built into the project. The materials were used in both graduate and undergraduate courses relating to cooperative programs and coordination techniques, and student-suggested clarifications and changes were reviewed for incorporation in program revisions. The instructional materials developed should be effective in providing inservice as well as preservice training for teacher-coordinators. (MF)

**ED 068 677** VT 017 159

**Waste Water Plant Operators Manual.**

Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date 72

Note—259p.

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—Biochemistry, Disease Control, Ecological Factors, Environmental Technicians, Equipment Maintenance, Job Training, *Manuals, *Operating Engineering, *Sanitation, Textbooks, *Waste Disposal, *Water Pollution Control

This manual for sewage treatment plant operators was prepared by a committee of operators, educators, and engineers for use as a reference text and handbook and to serve as a training manual for short course and certification programs. Sewage treatment plant operators have a responsibility in water quality control; they are the principal actors in implementing state and federal stream standards. Treatment as defined in this manual means disposal of wastes carried in a sewage system in a way that does not create a nuisance, interfere with aquatic life, or hurt the water or the environment. The manual includes chapters on treatment plant operation, collection of sewage, sewer maintenance, characteristics of wastes and their treatment, treatment and disposal component operation, sampling and testing, and mathematical and other fundamental information needed in the work. (MF)

**ED 068 678** VT 017 176

**Cooperative Work Experience Coordinators' Manual.**

Oregon State Board of Education, Salem.

Pub Date 72

Note—63p.

Available from—Oregon Board of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310 ($.85)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Career Education, Community Support, *Cooperative Programs, *Coordinators, Humanities, *Manuals, Post Secondary Education, *Program Planning, Resource Materials, Secondary Grades, Vocational Development, Vocational Education, *Work Experience Programs

Identifiers—Career Awareness, Educational Awareness, *Oregon

This manual has been prepared by the Cooperative Work Experience Specialist of the Instructional Services Division of Oregon, with the help of other work experience coordinators, to serve as a guide for teachers, coordinators, counselors, and community leaders who are responsible for establishing secondary and post-secondary cooperative work experience education programs. This booklet outlines factors to consider for implementing a program, planning procedures, responsibilities of the participants (school staff, employers, student trainees, parents), and the minimum criteria needed to qualify for state reimbursement. Much of the material in this manual is derived from the California State Department of Education "Handbook on Work Experience Education." This document is 3-hole punched for easy insertion into a ring binder. A wide range of resource materials is included. (AG)

**ED 068 679** VT 017 177

*Finegan, Marcella E.*

**Teacher's Answers to The Consumer and His Dollars: A Workbook and Study Guide.**

Pub Date 72

Note—37p.

Available from—Oceana Publications, Inc., Dobbs Ferry, N.Y. 10522

**Document Not Available from EDRS.**

Descriptors—*Answer Keys, *Consumer Economics, Consumer Education, Marketing, Money Management, *Objective Tests, Review (Reexamination), Secondary Grades, *Study Guides, *Workbooks

Identifiers—Economic Awareness, *Educational Awareness

This workbook and study guide contains the teacher's answers to accompany the text of "The Consumer and His Dollars." Included are: (1) a key to the study exercises, given for each of 16 chapters, (2) the answers for 16 chapter reviews, (3) a mid-course test having 71 questions, together with an answer key, and (4) a final review test covering chapters 9 through 16 in the text together with an answer key. The tests include true-false, matching, multiple choice, and completion questions. This document is related to the textbook and a workbook announced in this issue as VT 017 179 and VT 017 178. (AG)

**ED 068 680** VT 017 178

*Finegan, Marcella E.*

**The Consumer and His Dollars: A Workbook and Study Guide.**

Pub Date 72

Note—88p.

Available from—Oceana Publications, Inc., Dobbs Ferry, N.Y. 10522

**Document Not Available from EDRS.**

Descriptors—*Consumer Economics, *Consumer Education, Marketing, *Money Management, Questioning Techniques, Review (Reexamination), Secondary Grades, *Study Guides, Vocational Development, Vocational Education, *Workbooks, Worksheets

Identifiers—Economic Awareness, Educational Awareness

This workbook and study guide for a money management curriculum in consumer education was written to accompany the textbook "The Consumer and His Dollars" and a teacher's guide, both announced in this issue as VT 017 179 and VT 017 177. Included are 16 chapters, each containing worksheets perforated for easy removal. Chapter highlights, study exercises, and questions for reviewing each chapter are provided. Multiple choice, true-false, matching, and completion questions are included. A wide range of topics are covered, such as consumer fraud, budgeting, advertising, insurance, the law, and buying food and clothing. (AG)

**ED 068 681** VT 017 179

*Schoenfeld, Favid Natella, Arthur A.*

**The Consumer and His Dollars.**

Pub Date 70

Note—365p.; Second Edition

Available from—Oceana Publications Inc., Dobbs Ferry, New York 10522

**Document Not Available from EDRS.**

Descriptors—*Adult Vocational Education, Bibliographies, College Curriculum, *Consumer Economics, *Consumer Education, Glossaries, Indexes (Locaters), Marketing, *Money Management, Post Secondary Education, Secondary Grades, *Textbooks, Visual Aids, Vocational Development

Identifiers—Economic Awareness, Educational Awareness

This textbook, designed for use in the secondary grades, colleges, and for adult education, is intended for use in both consumer education and consumer economics courses. Its objective is to develop an awareness of the importance of making wise consumer decisions. A rationale for the textbook precedes 16 topical chapters, a glossary, a selected 10-page bibliography, and an index. Line drawings illustrate the text. A wide range of topics are covered, such as consumer fraud, the law, budgeting, advertising, buying practices, and the role of the government. This document is designed for use with a teacher's guide and a study guide, announced in this issue as VT 017 177 and VT 017 178. (AG)

**ED 068 682** VT 017 182

*Parnes, Herbert S. And Others*

**The Pre-Retirement Years: A Longitudinal Study of the Labor Market Experience of Men. Volume Three.**

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Aug 72

Note—151p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Collective Bargaining, Employment Experience, Family Characteristics, Family Income, Human Resources, Individual Characteristics, *Labor Force, Labor Market, *Longitudinal Studies, *Males, *Manpower Utilization, Occupational Mobility, Physical Health, *Retirement, Tables (Data), Unemployment, Wages, Work Attitudes

Identifiers—*Labor Force Participation

This is the third progress report on a 5-year longitudinal study of the labor market experience of a national sample of middle-aged men. The subjects were interviewed for the first time in the summer of 1966 when they were between 45 and 59 years of age. Twelve months later the sample was reinterviewed. Data from these two surveys are presented in two earlier monographs (ED 026 525 and ED 039 331). The present report utilizes data collected by means of a mail questionnaire in mid-1968 and by personal reinterviews with the sample in mid-1969, which helped to describe the magnitude and patterns of change in the status of the respondents that have occurred over the first 3 years of the study and to identify some of the causes and consequences of these changes. As in the two previous reports, analysis is based exclusively on cross-tabulations of the data. The five chapters of the report are: (1) Changes in Personal and Family Characteristics, (2) Longitudinal Measures of Labor Force Participation and Unemployment, (3) Job Changes, (4) Collective Bargaining Coverage and Hourly Rate of Pay, and (5) Summary and Conclusions. (Author/JS)

**ED 068 683** VT 017 183

**Contemporary Curriculum for Career Development. Year End Report (1 July 71-30 June 72).**

Knox County Schools, Knoxville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—96p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Career Education, Career Planning, Community Involvement, Curriculum Development, Decision Making Skills, *Developmental Programs, Elementary Grades, Inservice Teacher Education, Occupational Information, Parent Participation, Program Effectiveness, *Program Evaluation, Secondary Grades, *Vocational Development, Workshops

Identifiers—*Exemplary Projects, Knox County Schools

This report summarizes the activities accomplished during fiscal year 1972 by an exemplary career development project serving 2,424 elementary and secondary students, 108 teachers, and 180 parents. The activities are listed and described according to whether they were primarily project, elementary, middle, or secondary school activities. Some of the activities included: (1) workshops, educational television inservice presentations and evaluation by the project staff; (2) units of study, field trips, curriculum development, and parent involvement at the elementary school level; (3) teacher inservice, field trips, career lab, and community and parent involvement at the middle school level; and (4) career orientation and job placement at the secondary school level. Plans for the last year of funding are also described and include such activities as: (1) workshops in language arts and career orientation; (2) publishing and disseminating curriculum and resource materials; and (3) program evaluation. An evaluation report for fiscal year 1972 is attached. (SB)

**ED 068 684** VT 017 184

***Project People of Peoria: Career Awareness and Exploration.***

Peoria School District 150, Ill.

Pub Date Sep 72

Note—103p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Career Education, Classroom Techniques, *Curriculum Development, Instructional Materials, *Instructional Programs, Occupational Information, *Resource Materials, *Unit Plan, Vocational Development

Identifiers—Career Awareness, Educational Awareness, Illinois, Peoria

This booklet was written by teachers for teachers, to help them implement career education in the classroom. Sample units were prepared by participants in a career education workshop held in June 1972, and additional material was adapted from career education literature recommended by teachers. Emphasis in the project was on people and what they do--refocusing curriculum around people and their occupations. The key element in curriculum development was always the teacher. Elements described in this Peoria career awareness and exploration project include goals, responsibilities, communication, interviews, career visits, and unit plans. (MF)

**ED 068 685** VT 017 185

**Industrial Arts in the Elementary School Program: Motivation for Learning in Kindergarten to Grade 4.**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date Feb 69

Note—254p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N. Y. 11201 ($5.00)

**Document Not Available from EDRS.**

Descriptors—*Curriculum Guides, *Elementary Grades, Elementary School Curriculum, *Industrial Arts, *Integrated Curriculum, Learning Activities, *Shop Curriculum, Unit Plan

Based on an experimental project conducted in six elementary schools in New York City, this curriculum guide contains suggested topics to illustrate how industrial arts activities can be correlated with classroom learnings. The materials are planned for implementation from kindergarten to Grade 4, with teacher and student shop-based experiences suggested for language arts, social studies, science, and mathematics at each grade level. The guide also includes a sample unit for each grade level, which contains objectives for both teacher and students, suggestions for launching the unit, experiences and activities, evaluation techniques, and a bibliography of books, films, and records. An introductory section provides program objectives, roles of the classroom teacher and industrial arts consultant, and teaching suggestions. (SB)

**ED 068 686** VT 017 186

*Branche, Jane E.* *McAlpine, Mimia E.*

**HEW Cares about New Careers.**

Office of New Careers (DHEW), Washington, D. C.

Report No—DHEW-Pub-Os-72-22

Pub Date 72

Note—85p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Adult Vocational Education, Career Education, Career Opportunities, *Federal Programs, *Government Role, Human Services, Manpower Development, Manpower Needs, Photographs, Resource Materials, Social Agencies, Subprofessionals, *Vocational Development, *Vocational Education, Welfare Recipients

Identifiers—Career Awareness, *New Careers

This booklet, highlighting the male paraprofessional in new human service occupations, describes the various New Careers programs sponsored by the U. S. Department of Health, Education, and Welfare and presents several short case histories with photographs of "New Careerists." The term "New Careers" is defined and the New Careers manpower development process is briefly described. Public Service careers are discussed and resource materials are provided, including a bibliography and a selected list of New Careers legislation. This material was developed by the deputy director of the Office of New Careers. (AG)

**ED 068 687** VT 017 187

*Wall, James E.* *Shill, James F.*

**Mississippi Research Coordinating Unit for Vocational-Technical Education. Annual Report, Fiscal Year 1972.**

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Report No—R-8003-Admin-Ser-2

Pub Date Jul 72

Note—38p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Annual Reports, *Career Education, Curriculum Development, Educational Research, *Program Descriptions, Program Evaluation, *Research Coordinating Units, *Research Projects, *Vocational Education

Identifiers—*Mississippi

This annual report for fiscal year 1972 describes the major activities and accomplishments of the Mississippi Research Coordinating Unit for Vocational-Technical Education. During the report period special effort was given to assisting local school systems in implementing programs of career education. Other major programs are summarized and conclusions given. Long-range objectives are progressing on schedule but the uncertainty of funding from year to year presents some planning problems. (MF)

**ED 068 688** VT 017 189

**Training of Vocational Teachers.**

International Labour Office, Geneva (Switzerland). International Vocational Training Information and Research Centre.

Report No—CIRF-Monog-1

Pub Date 69

Note—188p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Educational Objectives, *Educational Trends, *Foreign Countries, Program Administration, Program Descriptions, *Teacher Education, *Teacher Recruitment, Teaching Methods, *Vocational Education Teachers

Identifiers—*Western Europe

This document is a revised edition of a monograph which first appeared in 1964 on the training of vocational teachers in 12 countries of Western Europe. The revision has been undertaken because of the changes which many of these countries have introduced in their systems of vocational teacher recruitment and training. As previously, the monograph outlines the current training patterns for vocational teachers in the 12 countries covered: Austria, Belgium, Denmark, France, Federal Republic of Germany, Ireland, Italy, Netherlands, Norway, Sweden, Switzerland, and the United Kingdom. It also outlines some of their plans for the future and discusses teacher recruitment, educational trends, and conclusions of the 12-country survey. (Author/JS)

**ED 068 689** VT 017 190

**Occupational Resource Manual for Hawaii.**

Hawaii Univ., Honolulu.

Note—787p.

**EDRS Price MF-$0.65 HC-$26.32**

Descriptors—Bibliographies, Community Role, Disadvantaged Groups, *Employment Opportunities, Employment Services, Employment Trends, Humanities, Indexes (Locaters), Job Placement, Job Training, *Occupational Clusters, *Occupational Information, *Resource Guides, State Programs, Vocational Development, *Vocational Education

Identifiers—Dictionary of Occupational Titles, *Hawaii

Developed cooperatively between the Occupational Informations and Guidance Services Center under the Community College System and the Department of Educational Psychology at the University of Hawaii, this occupational resource manual for Hawaii, bound in a 3-ring notebook, contains pertinent information for students, parents, counselors, and teachers on career opportunities, vocational education programs, job requirements, and job placement. For each of 15 occupational clusters, national and local employment opportunities, a general description, training and educational programs, and extensive job summaries correlated with the Dictionary of Occupational Titles are presented. Other resource materials include: (1) general job information, (2) Hawaii State Employment Service, (3) programs for the disadvantaged, (4) training program opportunities, (5) a discussion of the future as it may affect individual career plans, (6) acknowledgments to community leaders, and (7) a brief reference list. A bibliography, general index, and an index of programs for the disadvantaged are included, as well as a detailed description of the manual's development and instructions for the user. Sub-indexes are included for the job areas, which emphasize career opportunities available for those with up to 2 years of post-secondary training. (AG)

**ED 068 690** VT 017 192

**The World of Manufacturing, 1970-71. A Junior High School Industrial Technology Exemplary Program. Final Report.**

Pontiac City School District, Mich.

Pub Date 71

Note—72p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Achievement Tests, *Curriculum Evaluation, Developmental Programs, Educational Research, *Industrial Arts, *Junior High School Students, *Manufacturing Industry, Post Testing, Pretesting, *Program Evaluation, Research Projects

Identifiers—*Exemplary Projects

The World of Manufacturing is an Industrial Arts Curriculum Project designed to acquaint junior high school students with all the major phases of the manufacturing industry. This publication reports the evaluation of a World of Manufacturing program implemented into the Pontiac School District during the 1970-1971 school year. During the summer of 1970, teachers who were to be responsible for implementing the program attended inservice training session at Ohio State University. The project was then undertaken in five Pontiac junior high schools, where 300 seventh, eighth, and ninth graders participated in the 2-semester course. Evaluation of the program was accomplished through pre- and post-program administration of an achievement test developed for the World of Manufacturing program. Analysis of the achievement test results indicated significant gains in post-test performance for seventh and eighth graders but loss or lack of gain for ninth graders. Also, a higher number of correct responses were obtained on 37 of the 50 items when the pre- and post-test results were compared. These two findings indicate that the program met its objectives related to achievement, but the significance of these results with respect to education is questionable. Student reaction to the program and reports on the budget and dissemination activities are included. (SB)

**ED 068 691** VT 017 194

**An Experimental Research Project to Test a More Effective Means to Achieve Stated Work Experience Education Program Goals. Final Report (1971-1972).**

Eckman Center, Woodland Hills, Calif.

Spons Agency—California Coordinating Unit for Occupational Research and Development, Sacramento.

Pub Date 72

Note—75p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Employment Opportunities, *Health Occupations Education, High School Students, *Job Analysis, *Job Placement, Job Skills, *Paramedical Occupations, Task Analysis, *Work Experience Programs

This study was conducted to test the effectiveness of proceduralized job guides in enabling placement of work experience students in allied health work stations requiring the performance of complex tasks. Phases of the study included: (1) establishment of work stations, which involved the identification of potential work station sponsors in San Joaquin County, the analysis of 960 job operations, and selection of participating sponsors, (2) development of proceduralized job guides, which required extensive analysis of specific job tasks required at each selected work station, and (3) experimentation, which involved a controlled experiment to compare job performance at selected work stations by an experimental group of 11 Grade 11 and 12 students who used proceduralized job guides and by a central group of 10 students who did not use proceduralized job guides. Findings of the study supported three conclusions that the use of a proceduralized job guide approach would: (1) increase the number and type of challenging job positions available to relatively unskilled students, (2) enable a broader spectrum of relatively unskilled students to participate in work experience programs, and (3) modify the employer's perception that relatively unskilled students cannot meet the requirements for selected job positions. Several recommendations are included. (SB)

**ED 068 692** VT 017 195

*Fecik, John T.*

**The Identification and Classification of Graphic Communication Technology.**

Pub Date 70

Note—311p.; Ed.D. Dissertation, University of Maryland

Available from—University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-10.214, MF $4.00, Xerography $10.00)

**Document Not Available from EDRS.**

Descriptors—*Classification, *Communications, Doctoral Theses, Evaluation Criteria, *Graphic Arts, Identification, *Reprography

All graphic reproduction processes are a means of communication. The purpose of this study was to identify and classify common elements of graphic communication technology into a structure representing the various industrial techniques. Six graphic reproduction processes were identified as relief, intaglio, planography, screen process, electrostatic, and holography. Their common elements, viewed as dimensions or stages of production processes, were identified as design, copy generation, image conversion, image carriers, reproduction devices, and finishing operations. These elements were arrived at through a literature review of the development of graphic communication technology and of the evolution of communication from cave drawings to computers. Data for the proposed structure were analyzed, evaluated, and validated by a jury of authorities in the graphic arts industry and in education. A bibliography and material from and about the jury members are included in the thesis. (MF)

**ED 068 693** VT 017 196

**Pre-Vocational Education. Exemplary Program Final Report.**

Waterbury Board of Education, Conn.

Pub Date 16 Feb 71

Note—44p.

Available from—Research Coordinating Unit, Division of Vocational Education, Conn. State Dept. of Education, P. O. Box 2219, Hartford, Connecticut 06115

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Community Resources, Curriculum Design, Curriculum Development, *Developmental Programs, *Disadvantaged Youth, *Educational Research, Grade 7, Grade 8, *Occupational Aspiration, Program Development, Program Evaluation, Research Projects, Spanish Speaking, Vocational Counseling, *Vocational Education

Identifiers—*Exemplary Projects

The intent of this exemplary program in prevocational education was to enhance the vocational awareness and aspirations of 238 disadvantaged seventh and eighth grade students of Puerto Rican background through an extensive career orientation program consisting of curriculum reform and co-curricular activities. The program's activities and procedures centered around creating a school oriented program on which outside community resources would focus. Some of these community-oriented activities included in-class instruction, projects, on-site job visitation, individual and group job oriented counseling, involvement of leaders of the Spanish community, and use of resource materials for instructional and enrichment purpose from community services and commercial establishments. Evaluation of the program was accomplished through utilization of many techniques, including such activities as administrative evaluation, student evaluation as to participation and voluntary actions, and formal and informal testing of student's awareness of the world of work. Other aspects discussed in this report are: (1) time schedule, (2) budget, (3) explanation of curriculum design and development, and (4) instructional materials. (SB)

**ED 068 694** VT 017 197

**Manpower Planning and Utilization.**

Civil Service Commission, Washington, D.C.

Report No—Pers-Bib-Ser-39

Pub Date 71

Note—62p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (SN 0600-0615; $.60)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Annotated Bibliographies, *Bibliographies, *Employment Projections, Labor Supply, Labor Turnover, *Manpower Development, *Manpower Needs, *Manpower Utilization, Program Planning

This annotated bibliography on manpower planning and utilization covers materials received in the U. S. Civil Service Commission Library from 1968 through 1970. References are listed in sections by subject, such as manpower forecasting, policies and methods, planning, utilization, shortages, changes, jobs, and skills. No indexes are provided. (MF)

**ED 068 695** VT 017 198

*Shertzer, Bruce*

**Teachers' Guide to Group Vocational Guidance.**

Pub Date 71

Note—74p.

Available from—Bellman Publishing Company, Post Office Box 172, Cambridge, Massachusetts 02138

**Document Not Available from EDRS.**

Descriptors—Career Planning, *Classroom Guidance Programs, Grade 10, Grade 11, *Group Guidance, High School Students, *Occupational Guidance, *Teaching Guides, *Vocational Counseling, Vocational Development

This guide presents a sample program in vocational guidance which may be included as a unit in a subject matter course such as English or social studies, a homeroom program, or as a separate course. Specifically, this program is predicated upon having one classroom meeting a week during which either inexperienced or experienced teachers or counselors help 10th or 11th grade students to become familiar with the world of work and develop tentative occupational plans based on realization of how abilities, interests, and personality may be utilized in the work world. The guide consists of three units covering: (1) The World of Work, (2) Knowing Yourself, and (3) Securing a Job and Progressing in It. The lesson plans for each unit contain objectives, motivational techniques, recommended student assignments, and suggested teacher and student resources. Several sample teaching materials are appended. (SB)

**ED 068 696** VT 017 199

**Second Report of the Washington State Advisory Council on Vocational Education: Part I, Findings, Conclusions, Recommendations, and Part II, Commentary and Detailed Survey Results.**

Washington State Advisory Council on Vocational Education, Olympia.

Pub Date 71

Note—115p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Administrator Attitudes, Advisory Committees, *Attitudes, *Opinions, Parent Attitudes, Program Effectiveness, *Program Evaluation, Public Opinion, *State Surveys, Student Attitudes, Teacher Attitudes, *Vocational Education

Identifiers—*Washington State

To determine the public's attitude relative to vocational education, the Washington State Advisory Council on Vocational Education distributed attitudinal opinionnaires to 2,200 individuals randomly selected from predefined users of vocational education services. The users included: (1) teachers, students, and administrators in public schools, community colleges, and vocational-technical institutes, (2) representatives of business, labor, and agriculture, (3) employees of the State Division of Vocational Rehabilitation, Employment Security Department, and local public assistance offices, and (4) the general public. Analyses of 1,000 responses revealed that: (1) There are only rare instances of disagreement relative to vocational education's image among the various publics surveyed, (2) A great many factors will affect the image or prestige of specific vocational education activities including the physical plant of the vocational facility, its location, the degree of national, state, and local commitment to vocational programs, and the competency of vocational instructors, and (3) To a large extent, the image of vocational education will depend upon the nature and quality of the program with which a particular individual or group is most familiar. (SB)

**ED 068 697** VT 017 222

*Anderson, Ruth*

**A Study of the Predictability of High School Grades and the Differential Aptitude Tests for Success in Vocational Programs in Health Careers.**

Pub Date Dec 71

Note—63p.; M.S. Thesis, Wisconsin University

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Academic Achievement, *Grades (Scholastic), *Health Occupations Education, *Masters Theses, Post Secondary Education, *Predictive Ability (Testing), *Predictor Variables

Identifiers—DAT, Differential Aptitude Test

This study was undertaken to determine the validity of the Differential Aptitude Test (DAT) in general, the differential validity of each score of the DAT, and the effectiveness of high school rank (HSR) as a measure of past performance for predicting success in vocational programs in health careers. Data obtained for a sample of 127 students representing five health occupation programs consisted of: (1) DAT scores, (2) HSR, (3) results of a comprehensive examination at the end of the first quarter of training, (4) final grade point average, (5) scores on a vocational achievement test (NLN), and (6) a certifying examination (DCE) for two programs in the sample. Pearson Product Moment correlations revealed that HSR showed a higher correlation with each of the criterion measures than any of the DAT scores. HSR was a better predictor of success in the Theory subtest of the DCE than of any of the skill-oriented subtests. With respect to the prediction measures and the vocational achievement test, the only independent correlations of some magnitude were between DAT scores and the NLN. (Author/SB)

**ED 068 698** VT 017 223

*Polette, Douglas Lee*

**A Comparative Study of Teacher Education Institutions and Machine Tool Manufacturers to Determine Course Content for a Machine Tool Maintenance Course in the Woodworking Area.**

Pub Date 72

Note—194p.; Ed.D. Dissertation, Northern Colorado University

Available from—University Microfilms Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

**Document Not Available from EDRS.**

Descriptors—Comparative Analysis, Curriculum Development, Doctoral Theses, *Equipment Maintenance, Equipment Manufacturers, *Industrial Arts Teachers, Machinery Industry, *Machine Tools, School Industry Relationship, *Teacher Education Curriculum, Teacher Educators, Trade and Industrial Education, Vocational Development, Vocational Education, *Woodworking

To determine what type of maintenance training the prospective industrial arts teacher should receive in the woodworking area and how this information should be taught, a research instrument

was constructed using information obtained from a review of relevant literature. Specific data on machine tool maintenance was gathered by the use of two questionnaires, one sent to industrial arts teachers educators and the other sent to manufacturers of power woodworking tools that are in use in the industrial arts facility. An analysis of this data provided information for the recommendation of content in the area of power wood-working machine maintenance, methods of presenting maintenance information, maintenance responsibility, records, condition of equipment and maintenance budgets. Various agreements and disagreements between industry and educators concerning maintenance instruction are discussed. Conclusions reached are that: (1) nontechnical operating knowledge should be integrated into the curriculum; (2) technical details should be taught in a separate course; (3) the future teacher of industrial arts should receive maintenance training; and (4) although most schools spend an adequate amount on equipment maintenance, few have all their equipment in excellent working order. (AG)

**ED 068 699** VT 017 224

**Major Stages of Development, 1966-1972.**

Oak Ridge Associated Universities, Tenn.; Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.

Spons Agency—Atomic Energy Commission, Washington, D.C.; Department of Labor, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Note—21p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Area Vocational Schools, Demonstration Projects, Disadvantaged Groups, *Human Resources, *Industrial Training, *Job Training, *Manpower Development, Research Projects, Teacher Education, *Trade and Industrial Education, Underemployed, Vocational Education Teachers, Vocational Followup

Identifiers—TAT, *Training and Technology

This study describes four developmental stages of Training and Technology (TAT), a human resources development activity begun 7 years ago by the Oak Ridge Associated Universities for the U. S. Department of Labor. The first year's project, in 1966, surveyed manpower development and training in universities, industry, and government in 15 Southern states. The following 2-year demonstration project was designed to train underemployed workers in area vocational schools for existing jobs and to update the preparation of vocational and technical teachers. The teacher training program became a regular University of Tennessee program that continued to use TAT facilities for course credit. The third project, beginning in 1969, concentrated on training disadvantaged persons with a training model developed for use in industrial facilities. The fourth developmental stage, beginning in 1972, involved an assessment of all past TAT experience, including a survey of post-placement TAT graduates, and inauguration of a regional utilization network workshop to explore new ways of applying TAT's research in manpower development skills. (MF)

**ED 068 700** VT 017 225

*Taylor, Robert E.*

**Career Education: Implications for Increased Educational Relevancy.**

Pub Date 72

Note—21p.; Presentation at the Central New York School Council Career Education Conference (Syracuse, New York, October 20, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Adult Education, *Career Education, Community Involvement, Community Programs, Disadvantaged Groups, Educational Objectives, *Educational Programs, Elementary Grades, *Models, Out of School Youth, *Relevance (Education), Residential Centers, Rural Areas, Secondary Grades, *Speeches

There currently exist four alternative ways of delivering or facilitating career education goals, including the school-based, employer-based, home community-based, and residential-based models. The school-based Comprehensive Career Education Model(CCEM) is being developed in six local school districts, and its current objective is to develop and test a career education system (K-12) in these districts. During the 1972-73 school year, it is anticipated that 85,000 students at all grade levels will be exposed to approximately 100 curriculum units. The employer-based model is designed as an out-of-school alternative to career education for students aged 13-18. The goal of the home community-based model is to offer a career-oriented educational program to out-of-school youth and adults who want additional learning opportunities. This career-oriented program will be strongly supported by career development centers located in the community. The residential-based model is being designed to offer education as well as family life, community, health, and economic development services to disadvantaged individuals and families drawn from rural areas. Some of the implications of these models are discussed. (SB)

**ED 068 701** VT 017 226

*Dunlop, John T. Mills, D. Q.*

**Manpower Development and Utilization in the Contract Construction Industry.**

Harvard Univ., Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-81-23-69-17-1

Pub Date 72

Note—116p.

Available from—National Technical Information Service, U. S. Department of Commerce, 5285 Port Royal Road, Springfield, Va. 22151 (PB-209 263, MF $.95, see catalog for hardcopy price)

**Document Not Available from EDRS.**

Descriptors—Apprenticeships, *Building Trades, *Construction Industry, *Employment Practices, Job Training, Labor Unions, *Manpower Development, *Manpower Utilization, Racial Discrimination, Seasonal Employment

This report examines the characteristics of the labor market in the construction industry and its problems in manpower development and utilization. The basic problem is the "boom or bust" nature of the industry and its fluctuating demand for labor, varying with the seasons and also with the level of construction activity. Problems discussed in the report include the need for improved manpower planning, racial discrimination among building trades union memberships, and apprenticeship and other job training programs. Some of the ways to adjust manpower development to market conditions are considered and recommendations for public policy made. (MF)

**ED 068 702** VT 017 227

**Policy Issues and Analytical Problems in Evaluating Vocational Education. Final Report, Part II.**

National Planning Association, Washington, D.C. Center for Priority Analysis.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date Jul 72

Grant—OEG-0-71-3707

Note—268p.

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—Annotated Bibliographies, Cost Effectiveness, *Policy Formation, Problem Solving, *Program Evaluation, Program Planning, *Resource Materials, Statistical Studies, Tables (Data), Vocational Development, *Vocational Education

This second part of a final report delineating policy issues and analytical problems in evaluating vocational education, includes three extensive appendixes and a wide range of tables. The appendixes include: (1) the methodology of cost-effectiveness analysis and a critique of the methodology of major studies, with illustrations; (2) selected statistics on the cost-benefits of vocational education at the secondary, post-secondary, and junior college levels from various sources; and (3) an annotated bibliography on the socio-economic background of students in vocational programs, changing enrollment patterns in vocational education, career opportunities, manpower projections, planning in vocational education, and finances and priorities in vocational education. The first part of this final report is available as VT 017 228 in this issue. (AG)

**ED 068 703** VT 017 228

**Policy Issues and Analytical Problems in Evaluating Vocational Education. Final Report, Part I.**

National Planning Association, Washington, D.C. Center for Priority Analysis.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date Jul 72

Grant—OEG-0-71-3707

Note—146p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Cost Effectiveness, Evaluative Thinking, *Federal Government, *Policy Formation, Problem Solving, *Program Evaluation, Public Policy, Public School Systems, Resource Materials, *Systems Analysis, Vocational Development, *Vocational Education

This analysis of current and available information on the evaluation of vocational education and its policy implications includes a methodological appendix showing major studies of cost-effectiveness analysis, a critique of the various techniques employed in these studies, and an extensive bibliography of relevant source materials and related studies on vocational education evaluation. The present vocational education system is an umbrella for a wide variety of programs, which have as a common denominator their eligibility for Federal support through the different vocational education acts and amendments. These programs usually supply students with a marketable skill while providing them with a basic knowledge of the humanities and may include training in homemaking skills and consumer education. On-the-job training, apprenticeships, community colleges, and other programs supplement vocational education curriculums offered in public schools. In fiscal 1970, only one sixth of the total government expenditures for vocational education represented Federal funds, showing that Federal support is too small a percentage of the total for the Federal Government to be a primary change agent within vocational education. Part II of this report is available as VT 017 227 in this issue. (AG)

**ED 068 704** VT 017 229

*Morris, James K.*

**Implementing a Career-Centered Curriculum in the Public Schools of Mississippi. Final Report.**

Mississippi State Board for Vocational Education, Jackson.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 28 Aug 72

Note—115p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Career Education, Fused Curriculum, *Integrated Activities, Program Evaluation, Program Planning, *Public School Systems, Resource Materials, *Sequential Approach, *State Programs, Vocational Development

Identifiers—*Mississippi, Public Law 90 576

In order to meet the primary goal of providing students in the public elementary and secondary schools of Mississippi with a career-centered curriculum, these objectives were developed: (1) to develop and integrate career education activities into the curriculum; (2) to include guidance, placement, and follow-up programs; (3) to provide students with salable skills or college preparation; and (4) to establish a local planning and evaluation program. A sequential approach features innovative teaching techniques, such as job simulations, which utilize role playing, resource speakers, occupational songs and games, and self-awareness activities. Also included are skill training programs in nine specific occupational areas, an open-ended continuing education program, and both general and specific career exploration activities. Inservice teacher training programs, a school-community public relation program, decision-making activities, and the fused curriculum increased student interest, motivation, and program relevance. Continuation of the program was recommended. Extensive resource materials are included, as well as various suggestions for program improvement. (AG)

**ED 068 705** VT 017 230

*Mayer, Lynne S., Comp.*

**Projects Funded in West Virginia Through Authority of Vocational Education Amendments of 1968 (PL 90-576), (January 1, 1971-June 30, 1972).**

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date Aug 72

Note—124p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Abstracts, *Developmental Programs, Disadvantaged Youth, Federal Programs, Handicapped Students, *Occupational

Guidance, Research Projects, *State Programs, *Vocational Education
Identifiers—Vocational Education Amendments of1968, *West Virginia
This publication contains abstracts of West Virginia's projects funded under the Vocational Education Amendments of 1968 for the period from January 1, 1971, through June 30, 1972. The abstracts describe projects for disadvantaged students, for handicapped students, for research, and for exemplary programs. Projects in the first group, the largest quantity, included job training programs in various vocational areas, remedial education, and guidance counseling. The second group provided similar programs for the physically, mentally, emotionally, and otherwise handicapped students. Evaluations of existing programs, development of additional courses and curriculums, and surveys were included in the research group. Exemplary projects of various kinds are presented in the last group. All of the projects described were organized and implemented in the local educational agencies and contributed to the improvement of vocational education programs in communities throughout the state. (MF)

**ED 068 706** VT 017 231
**Duplication, Gaps and Coordination of Publicity Funded Skill Training Programs in 20 Cities. Volume I: Research Report.**
National Planning Association, Washington, D.C. Center for Priority Analysis.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 72
Note—118p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—*Administrative Problems, *Educational Programs, Federal Programs, *Interagency Coordination, Job Training, Manpower Development, Manpower Needs, *Metropolitan Areas, Post Secondary Education, *Public Education, Racial Factors, Secondary Grades, Skill Development, Tables (Data), Vocational Development, Vocational Education
This first volume reporting the results of a study of duplications and gaps in public skill training programs in 20 major American cities was conducted by the National Planning Association under the U. S. Office of Education at the request of the National Advisory Council on Vocational Education. The report contains both a summary of findings for the 20 cities (Volume I) and a series of individual city reports (Volume II). Limited to programs which are publicly funded and provide formal classrooms with institutional training, this study covers over 390,000 enrollees, often served by vocational skill centers. The data suggest: (1) Federally funded facilities operated by public education systems could provide opportunities for skill training for those not otherwise served; (2) A need exists for increased administrative coordination; (3) Some overlap between educational institutions and manpower agencies is apparent; (4) The existence of substantial gaps for out-of-school groups, especially teenagers can be seen; (5) Whites were concentrated in post-secondary institutions, while the enrollment of blacks was distributed equally; and (6) Frequent duplications of training for occupations for which there is a surplus of workers need improved program coordination and better planning in relationship to the labor market, necessitating training services for program administrators and the provision of technical assistance. Numerous tables present the data. (Author/AG)

**ED 068 707** 08 VT 017 248
*Carroll, Adger B. Ihnen, Loren A.*
**A Study of Supply and Demand for High School Vocational Teachers in Three Southeastern States.**
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—Cen-Res-Monog-5
Bureau No—BR-7-0348
Pub Date 72
Grant—OEG-2-7-070348-2698
Note—60p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Educational Economics, Employment Level, *Mathematical Models, Predictor Variables, Secondary School Teachers, *Statistical Analysis, Teacher Employment, Teacher Salaries, Teacher Shortage, *Teacher Supply and Demand, Teaching Experience, *Vocational Education Teachers
A key factor in educational planning is providing for an adequate and appropriate supply of teachers for future occupational education needs. This study develops an economic demand and supply model for vocational teachers in secondary schools, a model of the market for teacher services. Data for the study were taken from census reports and from State directors of vocational education in North Carolina, Georgia, and Tennessee. Variables used in the analysis included the number of employed teachers, average annual salary, related employment, education level, experience variables in developing models of the demand for and supply of teacher services and also demonstrate the difficulties in measuring the relationships involved. (MF)

**ED 068 708** VT 017 249
*Budke, Wesley E., Comp.*
**Case Studies of Cooperative Programs Between School and Industry.**
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education, Washington, D. C.
Pub Date May 72
Note—64p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Abstracts, Career Education, *Case Studies, *Cooperative Programs, *Program Descriptions, *School Industry Relationship, *Vocational Education
This report contains 24 case studies related to cooperative efforts between business and industry and educational agencies. Studies are arranged according to their current status, including whether they are on-going, not presently operating, or their status is uncertain. A short description is provided for each program, together with the source of information and the contact person. Abstracts of eight documents which have appeared in "Research in Education" and which pertain to school-industry relationship are also included. The abstracts are arranged by accession number and include author(s), title, source of availability, terms describing the document contents, and a brief abstract. (SB)

**ED 068 709** VT 017 250
**Career Assessment Program: Stamford High School. Final Report.**
Stamford Public Schools, Conn.
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
Pub Date 30 Jun 72
Note—50p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Education, Curriculum Development, *Disadvantaged Youth, *High School Students, Interdisciplinary Approach, Occupational Clusters, Occupational Information, *Program Descriptions, Program Evaluation, Resource Materials, Skill Development, *Slow Learners, Vocational Development
Identifiers—*Career Exploration, Stamford High School
The interdisciplinary career assessment program is an experiment in curriculum revision begun in 1969 at Stamford High School, Stamford, Connecticut, for the purpose of providing instruction relevant to the needs of 86 slow learners and disadvantaged youth. The cluster concept and correlation of classroom materials to occupational assessment and skill training were essential to the program. Intended to increase self-understanding and vocational exploration, improve student adjustment to school, develop basic skills, motivate further education, and stimulate joint educational planning between the school and the community, the career education program has met with above-average success. Recommendations include: (1) proper teacher selection, (2) small class size, (3) addition of cooperative work experience activities, (4) greater student involvement in curriculum development, and (5) additional provision of materials appropriate for female program participants. Further study is suggested on the implications of the program materials for all youth and for the development of career education models. Anecdotal records, questionnaires, surveys, and standardized tests were used to evaluate the program. (AG)

**ED 068 710** VT 017 251
**Proceedings of the Governor's Working Conference on Day Care (November 22-23, 1971).**
Illinois State Dept. of Children and Family Services, Springfield.
Pub Date Nov 71
Note—80p.
Available from—Office of Community Relations, Department of Children and Family Services, 524 South Second Street, Springfield, Illinois 62706
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Child Care Centers, Community Coordination, Conferences, *Day Care Programs, *Day Care Services, Handicapped Children, Low Income Groups, Program Costs, Retarded Children, Sheltered Workshops, *State Programs, Workshops
Identifiers—*Illinois
The status of day care in Illinois is described in the presentations and workshop summaries of this conference. The state day care budget was close to $50 million for fiscal 1972, almost triple the previous year's amount. Illinois has day care programs for mentally handicapped children, children from low income families, the normal child, and so on. Of all the publicly funded day care programs, those serving the mentally retarded have increased more rapidly than any others. For handicapped children age 16 and over, day care may be in sheltered workshops. However, there are few programs for the emotionally disturbed, and the most neglected of all may be the children of migrant families. The presentations in this document discuss all aspects of day care in Illinois, including what kind of programs would be most useful, long-term planning, regulation, costs and financing, and performance evaluation. The closing session of the conference recommended support of the Brademus-Mondale Comprehensive Child Care Bill. (MF)

**ED 068 711** VT 017 252
**Railroad Technology and Manpower in the 1970's.**
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—BLS-Bull-1717
Pub Date 72
Note—93p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Cat No. 12.3; 1717, $1.00)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Adjustment Problems, Employment Level, Employment Projections, *Employment Trends, Government Publications, Industrial Relations, *Industrial Technology, Manpower Development, *Manpower Utilization, Participant Characteristics, Productivity, *Rail Transportation, Tables (Data), *Technological Advancement, Vocational Adjustment
Identifiers—Manpower Development and Training Act
This government bulletin examines changes in technology in the railroad industry, projects their impact on productivity, employment, and occupational requirements, and discusses methods of vocational adjustment. As one of a series of reports required by the Manpower Development and Training Act, the study was based on discussions with company, union, and government officials and with railroad equipment manufacturers, in addition to a literature review and other information sources. Numerous tables and charts present the data. Modernization of the railroads in the 1970's will include computerization, use of diesel locomotives, and further mechanization. Railroad passenger traffic declined, while freight traffic rose sharply from 1961 through 1969. Output per man-hour has increased 6 percent annually over the last decade, and other productivity measures have shown gains. Although employment levels have declined, opportunities for women, minority groups, professionals, and specialized manpower remain good. Resolution of worker adjustment problems stemming from technological and related changes may continue to be a key factor in the future development of the railroad industry. (AG)

**ED 068 712** VT 017 253
*Carlson, Richard E.*
**Building a Psychological Career Awareness Model: A Field Study to Evaluate the Effectiveness of Achievement Motivation Simulation on Career Development.**

District of Columbia Public Schools, Washington, D.C.
Pub Date Aug 72
Note—129p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Achievement, *Career Education, Evaluation Techniques, Field Studies, Grade 10, *High School Students, Laboratory Training, Models, Program Effectiveness, Psychological Testing, Research Design, School Attitudes, *Simulation, *Student Motivation, *Vocational Development
Identifiers—*Career Awareness, Vocational Maturity
The purpose of this field study was to determine the effect of using achievement motivation simulations on the vocational development of high school students. Two hundred 10th grade students from four Washington, D. C. schools were randomly divided into a control and an experimental population. The control population remained in the regular curriculum, while the experimental population received one week's training in achievement motivation simulations. The sample population was divided by schools into two equal experimental and control groups. All 200 participants were pre- and post-tested with the Vocational Development Inventory, the Semantic Differential, and the Classroom Climate Scale one month before and one month after the simulation. Statistically significant differences between treatment and control groups in three out of four schools demonstrated that vocational maturity increased as a result of the treatment. No statistical effect on other variables relating to school and vocational attitudes was achieved by the treatment. Follow-up studies and the evaluation of using simulations and psychological models should be conducted. (Author/AG)

**ED 068 713** VT 017 254
*Kim, Sookon And Others*
**Dual Careers: A Longitudinal Study of Labor Market Experience of Women. Volume Two.**
Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Sep 72
Note—131p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Adults, *Employment Experience, *Employment Patterns, Family Attitudes, *Females, Health Conditions, Human Resources, Job Satisfaction, *Labor Market, Labor Supply, Labor Turnover, *Longitudinal Studies, Participant Characteristics, Predictor Variables, Racial Factors, Tables (Data), Vocational Development, Work Experience
Identifiers—Dual Careers, *Labor Force Participation
As the second report on a cohort of 5,083 women between 32 and 46 years of age who were first interviewed in mid-1967, contacted by mail in 1969, and reinterviewed for the first time in 1969, three topics are considered in this longitudinal study: (1) changes in labor force participation, (2) interfirm mobility, and (3) changes in job satisfaction and in rate of pay. Emphasized are possible implications for public policy and for the way in which the labor market behavior of adult women is viewed. The labor force participation rate of white women in the group increased from 47.4 to 51.0 percent, while the rate for black women remained steady at 67.4 percent. There was a decrease of 11 percentage points in labor force participation by white women with no children under the age of six in 1967 but with at least one child under six in 1969, which shows the deterrent effect of young children on mothers' labor force participation. A favorable demand for well-trained women is reflected in positive relationships between the labor force participation rate, rate of pay, and educational attainment. Health, marital status, and job satisfaction are other variables considered. Factors associated with the job changes of about 20 percent of the white women and 25 percent of the black women from 1967 to 1969 are discussed. Various tables present the data, and a wide range of resource materials is appended. (Volume I is available as ED 043 755). (AG)

**ED 068 714** VT 017 255
*Peterson, Marla*
**Career Education in the Elementary School.**
Pub Date 20 Oct 72
Note—8p.; Presentation at Office of Education Vocational Association (Washington, D. C., October 20, 1972)
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Education, Curriculum Development, Educational History, *Educational Theories, *Elementary Grades, Enrichment Programs, Learning Theories, Models, Multimedia Instruction, Occupational Clusters, Speeches, *Vocational Development
Identifiers—Eastern Illinois University, *Project OCCUPAC
The OCCUPAC Project consists of the development of multi-media career education materials, with an emphasis on simulated real-life experiences in the classroom. Existing occupational clustering systems have little meaning for the kindergarten through sixth grade career education curriculum, because they are based on adult logic. A special Child-Developed Clusters Component takes into account that the study of occupational areas in early grades must capitalize on the prior experience and current cognitive development of the children. During the primary grades a career education curriculum should allow for many success experiences with concrete objects that have been selected primarily for their relationship to the prior experience of the child and should also include new experiences. In the past we have often failed to take stock of how children learn, and we now need to focus our resources on developing materials which will help students learn how to become the individuals they want to be and are capable of being. (CD)

**ED 068 715** VT 017 256
*Brantner, Seymour T. Enderlein, Thomas E.*
**A Comparison of Vocational and Non-Vocational High School Dropouts and Retainers.**
Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Univ., University Park. Dept. of Vocational Education.
Report No—VDS-Monog-7
Pub Date Jun 72
Note—81p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Cultural Factors, *Dropout Identification, *Dropout Problems, Grade 9, *High School Students, *Longitudinal Studies, Predictor Variables, Secondary Grades, Statistical Analysis, Tables (Data), Vocational Development, Vocational Education
This report, as the seventh in a series of Vocational Development Study monographs providing data for investigating the vocational development of 780 vocational and non-vocational ninth graders over a 10 year period, will prove useful for teachers, counselors, administrators, and other school personnel interested in the dropout problem at the secondary level. Of 11 significant discriminators among the 20 independent variables considered, statistical analysis identified "-grade point average" and "absenteeism" as unique significant predictors of the tendency to drop out of the vocational curriculum. Only "absenteeism" was a unique significant predictor of the dropout status of those in the non-vocational curriculum. The non-vocational dropouts and the vocational retainers revealed similar characteristics on cognitive variables. In contrast, the vocational dropouts and the non-vocational retainers show similar characteristics on socio-affective variables. Since both cultural factors and a negative overt response to the school envrionment are related to dropout proneness, a coordinated community effort is needed to resolve this problem. Because the dropout predictability for the non-vocational sample was half that of the vocational sample, vocational dropouts should be identified and prevented earlier in their programs. Numerous tables present the data. (AG)

**ED 068 716** VT 017 257
**Career Education and the Technology of Career Development.**
Spons Agency—American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Pub Date 72
Note—257p.; Proceedings of the Invitational Conference on Systems under Construction in Career Education and Development (8th, Palo Alto, Calif., October 7-8, 1971)
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—*Career Education, *Conference Reports, Models, Occupational Guidance, Resource Materials, Speeches, *Systems Development, *Technology, *Vocational Development
This report of proceedings includes numerous speeches, grouped in four topical areas: (1) systems for career education, (2) career development and systems at the American Institutes for Research, (3) current status of other career development systems, and (4) career education and the technology of career development. The Career Education Program's four models--school-based, employer-based, home-community based, and residential--are discussed. Career guidance and counseling, implementation problems, computer-free and computer-involved guidance systems, and related topics are covered. A wide range of resource materials is appended. (AG)

**ED 068 717** VT 017 339
**Resource Manual for the Development of Cooperative Vocational Education Programs under the Vocational Education Act of 1963, As Amended P. L. 90-576.**
Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—30p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Comparative Analysis, *Cooperative Programs, Educational Finance, Financial Support, Program Development, *Program Planning, *Resource Materials, Secondary Grades, *State Programs, Vocational Development, *Vocational Education, Work Study Programs
Identifiers—Decisions, Educational Awareness, *Public Law 90 576, Vocational Education Act Of 1963
This booklet summarizes selected facts and suggestions for the use of State staffs in planning for the development of cooperative vocational education programs under Public Law 90-576. Designed to provide pertinent information as technical assistance for facilitating the decision-making process, this resource manual is intended for use in conjunction with "A Guide for Cooperative Vocational Education," (ED 037 564) published by the University of Minnesota. Term definitions, funding sources for cooperative education, selected regulations for State vocational education programs, allowable expenditures of Federal and matching funds, persons served by cooperative programs, and additional programmatic information are included. A comparative analysis of State, cooperative, and work-study programs for vocational education is presented in a 3-column format. The resource materials were prepared by an education program specialist, under the direction of the chief of state programs and services. (AG)

**ED 068 718** VT 017 341
**State Research Coordinating Unit Activities for the Period July 1, 1971-December 31, 1971. Semiannual Report.**
Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Aug 72
Note—76p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Coordination, *Educational Research, Reports, *Research Coordinating Units, *Research Projects, *State Programs, *Vocational Education
This semiannual report summarizes research activities of the State Research Coordinating Units conducted under Section 131(b) of the Vocational Education Amendments of 1968 during the first half of fiscal year 1972. The purpose of the report is to facilitate exchange of information and reduce duplication of effort among the states by providing awareness of the research and development activities by other states. This is the fourth in a series of compilations of State Quarterly Research Activity Reports. (MF)

**ED 068 719** VT 017 342
**Work Experience Education; Research for Accountability.**
California State Polytechnic Coll., San Luis Obispo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—270p.
**EDRS Price MF-$0.65 HC-$9.87**
Descriptors—Career Education, Educational Accountability, *Educational Objectives, *Goal

Orientation, Guides, Humanities, Individualized Instruction, Performance Criteria, Pilot Projects, *Program Guides, Records (Forms), Resource Materials, Secondary Grades, State Programs, *Student Evaluation, Student Records, Vocational Development, *Work Experience Programs
Identifiers—*California, Career Awareness, Decisions, Public Law 90 576, Self Awareness
This extensive color-keyed program guide for general, exploratory, and vocational work experience education programs in California was developed by work experience coordinators, professors, state and local administrators, and various district teams to pilot test at the secondary and university levels. General, exploratory, and vocational goals are given separately, each including specific program goals and performance objectives. Terminal objectives, student performance criteria, and student record sheets provided for pre- and post-assessment purposes separately. Various work experience program forms are included. (AG)

**ED 068 720** VT 017 343
**Work Experience Education Learning Activity Packages: Vocational Goals 1-2.**
California State Dept. of the Youth Authority, Sacramento.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—380p.
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—Answer Keys, Behavioral Objectives, *Career Education, Goal Orientation, Humanities, Individualized Programs, *Learning Activities, Manuals, Post Testing, Pretests, *Resource Units, Secondary Grades, State Programs, Vocational Development, *Work Experience Programs, *Worksheets
Identifiers—Decisions, Educational Awareness, LAP, *Learning Activity Packages, Self Awareness
For a work experience education program in vocational education for the secondary grades in California, learning activity packages (LAP) are provided separately for two general program goals which focus on the relevancy of school to career requirements and the importance of self-actualization. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the two general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. (AG)

**ED 068 721** VT 017 344
**Work Experience Education; Learning Activity Packages; Exploratory Goals 1-2.**
California State Polytechnic Coll., San Luis Obispo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—167p.
**EDRS Price MF-$0.65 HC-$6.58**
Descriptors—Answer Keys, Behavioral Objectives, *Career Education, *Goal Orientation, Humanities, Individualized Programs, *Learning Activities, Manuals, Post Testing, Pretests, *Resource Units, Secondary Grades, State Programs, Study Guides, Vocational Development, *Work Experience Programs, Worksheets
Identifiers—California, Decisions, Educational Awareness, LAP, *Learning Activity Packages, Self Awareness
For an exploratory work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for two general program goals, which focus on the relevance of school to career requirements and the importance of self-actualization. Program goals, performance objectives, learning activities with student worksheets, supplementary activities and rationales are provided for the two general goals. Pre- and Post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 345-017 348 in this issue. (AG)

**ED 068 722** VT 017 345
**Work Experience Education; Learning Activity Packages: Vocational Goals 3-5.**
California State Polytechnic Coll., San Luis Obispo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—460p.
**EDRS Price MF-$0.65 HC-$16.45**
Descriptors—Answer Keys, Behavioral Objectives, *Career Education, *Goal Orientation, Humanities, Individualized Programs, *Learning Activities, Manuals, Post Testing, Pretests, *Resource Units, Secondary Grades, State Programs, Study Guides, Vocational Development, *Work Experience Programs, Worksheets
Identifiers—California, Career Awareness, LAP, *Learning Activity Packages, Self Awareness
For a vocational work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for three program goals, which focus on self-awareness and self-evaluation, job requirements, and information necessary for successful job placement and job satisfaction. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the two general goals. Pre-and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 348 in this issue. (AG)

**ED 068 723** VT 017 346
**Work Experience Education; Learning Activity Packages; General Goals 1-2.**
California State Polytechnic Coll., San Luis Obispo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—354p.
**EDRS Price MF-$0.65 HC-$13.16**
Descriptors—Answer Keys, Behavioral Objectives, *Career Education, *Goal Orientation, Humanities, Individualized Programs, *Learning Activities, Manuals, Post Testing, Pretests, *Resource Units, Secondary Grades, State Programs, Study Guides, Vocational Development, *Work Experience Programs, Worksheets
Identifiers—California, Decisions, Educational Awareness, LAP, *Learning Activity Packages, Self Awareness
For a general work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for two general program goals, which focus on the relevance of school to career requirements and the importance of self-actualization. Program goals, performance objectives, learning activities with student worksheets, supplementary activities and rationales are provided for the two general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 348 in this issue. (AG)

**ED 068 724** VT 017 347
**Work Experience Education; Learning Activity Packages: Exploratory Goals 3-5.**
California State Polytechnic Coll., San Luis Obispo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—545p.
**EDRS Price MF-$0.65 HC-$19.74**
Descriptors—Answer Keys, Behavioral Objectives, *Career Education, *Goal Orientation, Humanities, Individualized Programs, *Learning Activities, Manuals, Post Testing, Pretests, *Resource Units, Secondary Grades, State Programs, Vocational Development, *Work Experience Programs, Worksheets
Identifiers—California, Career Awareness, LAP, *Learning Activity Packages, Self Awareness
For an exploratory work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for three program goals, which focus on self-awareness and self-evaluation, job requirements, and information necessary for successful job placement and job satisfaction. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the three general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 348 in this issue. (AG)

**ED 068 725** VT 017 348
**Work Experience Education; Learning Activity Packages: General Goals 3-5.**
California State Polytechnic Coll., San Luis Obispo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—574p.
**EDRS Price MF-$0.65 HC-$19.74**
Descriptors—Answer Keys, Behavioral Objectives, *Career Education, *Goal Orientation, Humanities, Individualized Programs, *Learning Activities, Manuals, Post Testing, Pretests, *Resource Units, Secondary Grades, State Programs, Study Guides, Vocational Development, *Work Experience Programs, Worksheets
Identifiers—California, Career Awareness, LAP, *Learning Activity Packages, Self Awareness
For a general work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for three program goals, which focus on self-awareness and self-evaluation, job requirements, and information necessary for successful job placement and job satisfaction. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the three general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 347 in this issue. (AG)

**ED 068 726** VT 017 351
**A Research Study in the Development of Effective Means of Altering the Attitudes of Elementary School Teachers Toward Vocational Education.**
Miami Univ., Oxford, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date Jun 72
Note—79p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Bias, Blue Collar Occupations, *Changing Attitudes, Educational Objectives, Elementary Grades, *Elementary School Teachers, *Negative Attitudes, Pilot Projects, Program Effectiveness, Resource Materials, Summer Workshops, Teacher Attitudes, Teacher Developed Materials, Vocational Development, *Vocational Education
Identifiers—Vocational Education Amendments of 1968
This pilot project explored the causes of negative teacher attitudes towards vocational education and developed means for helping teachers in the elementary grades to form less biased attitudes. Curricular and instructional plans were developed by 20 teachers for the purpose of furthering vocational understandings among their students. These teachers now realize that blue-collar jobs and other work held in low esteem are essential to our society, and they are better prepared to aid their pupils in making vocational choices. Pre- and post-testing, resource persons, field trips, and self-analysis were techniques employed in developing and evaluating teachers' attitudes towards vocations as a result of a 5-week summer workshop at Miami University, Oxford, Ohio. The positive response of the participants both to their workshop experiences and to the testing of self-developed materials in their classes demonstrated the effectiveness of the program . Line drawings illustrate the text, and numerous resource units are appended. (Author/AG)

**ED 068 727** VT 017 352
*Miller, John A.*
**Concepts and Processes in Career Development: The Professional Development Research Program.**
Rochester Univ., N. Y. Management Research Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No—MRC-TR-47
Pub Date Mar 72
Note—76p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Planning, Conceptual Schemes, Individual Characteristics, *Individual Development, *Individual Needs, Professional Personnel, Research Projects, *Role Perception, Self Evaluation, *Vocational Development

This conceptual framework for understanding the career development process defines career development as a continuous process of matching individual characteristics with organizational role requirements. Responsibility for achieving effective matching rests both with individuals and with organizations. The relative emphasis on individual efforts and organizational efforts over different phases of the career development process as a function of changing individual needs and role requirements. Summaries of research projects undertaken in the Professional Development Research Program are included in this report and present the evolution of a self-development/career planning technique incorporating these processes: (1) structured forecasting, by which individuals can identify potential gaps between present skills and role requirements and probable future role requirements, (2) goal setting and goal clarification, (3) strategy and action planning, (4) reality-testing and public commitment, and (5) identifying and using a continuous support system ("relevant others") in the implementation of personal plans. (Author/AG)

**ED 068 728** VT 017 354

*Lanham, Frank W. And Others*

**Development of Task Performance Statements for a New Office and Business Education Learnings System (NOBELS). Final Report.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—Cen-Rel-Ser-16

Pub Date Sep 72

Grant—OEG-0-8-080414-3733(085)

Note—375p.

**EDRS Price MF-$0.65 HC-$13.16**

Descriptors—*Business Education, Cluster Grouping, Educational Development, Goal Orientation, *Office Occupations Education, *Performance Criteria, Post Secondary Education, Secondary Grades, *Systems Development, *Task Performance

Identifiers—*New Office and Business Education Learning Systems, NOBELS

The primary purpose of New Office and Business Education Learnings System (NOBELS) was the development of an inventory of 373 educational specifications in behavioral terms that represent basic tasks performed by 16- to 24-year-old office workers. In this revision, each of the 373 educational specifications has been reviewed and revised, incorporating a reclassification and reordering of task statements, coding of all statements, and a concordance of verbs and objects. Based on empiric data collected by interviewing 1,232 office employees and their supervisors from four areas of the country, the specifications were drawn from 4,564 basic tasks and 32,447 steps of task performance. Intended for the teacher and curriculum developer at the secondary and community college level, the current phase of NOBELS includes correlative studies of a "Taxonomy of Office Activities," the "Emergent Office," interaction critical incidents, office hardware, and a "Talent Inventory," in addition to the area data reports. Numerous tables present the data. (AG)

**ED 068 729** VT 017 428

*Somers, Gerald G.*

**Labor Mobility: An Evaluation of Pilot Projects in Michigan and Wisconsin.**

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 72

Note—140p.

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—*Adjustment (to Environment), Adjustment Problems, Cost Effectiveness, *Federal Programs, Labor Economics, Labor Force, Manpower Utilization, Migration Patterns, *Occupational Mobility, Participant Characteristics, *Pilot Projects, Program Evaluation, *Relocation, Rural Resettlement, Socioeconomic Status, Vocational Adjustment, Vocational Development

Identifiers—Manpower Development and Training Act, MDTA, Michigan, Wisconsin

Workers who were relocated under federally sponsored pilot mobility projects in Michigan and Wisconsin were compared with a group of nonmovers drawn from the same rural areas and with similar demographic and labor market characteristics. It was found that the movers improved their employment status, their occupational status, and their income after the move as compared with their economic status prior to the move and as compared with a similar before-after follow-up of the nonmover comparison group. Rough cost-benefit approximations indicate that the relocation subsidy was a sound economic investment. However, the "relocatees" expressed dissatisfaction with a number of non-economic aspects of their new environment, and almost 20 percent had returned to their home area within 6 months of their relocation. It is recommended that government-sponsored mobility projects be expanded, but that greater emphasis be given to counseling and other supportive services. (Author/AG)

**ED 068 730** VT 017 434

*Dexter, Arthur T., Comp. Scott, Louis G., Comp.*

**An Overview of the "Building for Career Education" Conference (Knoxville, Tennessee, April 21, 1972; Jackson, Tennessee, April 22, 1972; and Murfreesboro, Tennessee, April 23, 1972).**

Tennessee Univ., Knoxville. School Planning Lab.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; Tennessee Occupational Research and Development Coordinating Unit, Knoxville.; Tennessee State Dept. of Education, Nashville.

Pub Date 72

Note—72p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Career Education, Child Care Centers, *Conference Reports, Early Childhood Education, *Educational Change, *Educational Facilities, Educational Objectives, Elementary Grades, Program Planning, Secondary Grades, Slides, Speeches, Vocational Education

This publication contains four papers presented at three 1-day conferences. "Career Education: An Overview" by Gary R. Bice discusses the aims of career education, points to consider in developing career education programs, and areas of emphasis for the primary grades (K-4), middle grades (5-8), and high school grades (9-12). "-Facilities for Vocational Education" by Ellis Hanson discusses the dimension of change seen in career education today and the impact of these changes on planning buildings and facilities to house career education programs. "Facilities for Early Childhood Education: Beginnings of Career Education" by Lynne Raphael and Lenoir Rubin discusses the program components at the Shady Lane School, Pittsburgh, Pennsylvania. "Facilities for Early Childhood Education: Beginnings of Career Education" by Charles E. Trotter, Jr., is the text of a slide presentation illustrating several child care facilities. (SB)

**ED 068 731** VT 017 435

*Blikre, Clair T.*

**Let's Get with It!**

Pub Date 15 Aug 72

Note—45p.; Presentation at the All-Service Vocational Education Conference (Bismarck, North Dakota, August 15, 1972)

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—Action Programs (Community), *Career Education, Educational Improvement, *Educational Needs, Leadership Responsibility, Models, Post Secondary Education, *Public Education, Socioeconomic Influences, Speeches, *Statewide Planning, Statistical Data, Vocational Development

Identifiers—North Dakota

In spite of societal and economic changes, our schools still operate as they always have. Career education models will become a major tool in resolving educational problems and needs, and in reordering priorities for North Dakota. Educational and socioeconomic statistics confirm the current inadequacy of vocational preparation by our public education systems. There is a very real need for post-secondary training for the rapidly expanding professional and technical occupations. To correct this situation, a comprehensive vocational development program is needed which would involve cooperative interrelationships among the home, family, community, and the world of work. Tables and charts present the data, and an action plan for implementing career education in North Dakota outlines the personnel, resources, and activities needed. (AG)

**ED 068 732** VT 017 436

*Braden, Paul V. Paul, Krishan K.*

**A Task Analysis of Selected Nuclear Technician Occupations.**

Southern Interstate Nuclear Board, Atlanta, Ga.

Pub Date Apr 72

Note—153p.; A Technical Report Prepared for the Southern Institute Nuclear Board, Atlanta, Georgia

**EDRS Price MF-$0.65 HC-$6.58**

Descriptors—Career Ladders, Educational Needs, Industrial Personnel, *Manpower Development, *Nuclear Physics, Occupational Clusters, Questioning Techniques, Radiologic Technologists, *Regional Planning, *Subprofessionals, Systems Development, Tables (Data), *Task Analysis, Task Performance, Technical Occupations, Vocational Development

Identifiers—*Nuclear Technicians, SINB, Southern Interstate Nuclear Board

A task analysis of nuclear technician occupations in selected organizations in the Southern Interstate Nuclear Board Region was conducted as part of a research and development project leading to a nuclear technician manpower information system for these 17 states. In order to answer 11 questions focusing on task performance frequency and importance, career ladders, job clusters, and educational requirements, demand questionnaires were mailed to 1,588 nuclear licensee firms. Positive responses were received from 418 establishments, from which a sample of 17 firms was chosen. A task analysis personal interview instrument was developed by the Southern Interstate Nuclear Board and administered to 53 supervisors reporting for 20 job titles covering 475 technicians. Emphasizing career ladder development within the nuclear industry, and the development of a curriculum guide for nuclear technician training institutes in the region, it was concluded that: (1) The substantially different health-related technician job cluster requires special training, (2) Secondary and post-secondary curriculums should be developed, (3) Task similarities may require common elements in their preparation, (4) Career ladders can be developed, and (5) Further task analyses should be conducted. Tables, term definitions, a brief literature review, discussions of data reliability, and survey forms are provided. (AG)

**ED 068 733** VT 017 451

**Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 4.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education, Washington, D. C.

Pub Date 72

Note—10,274p.

**EDRS Price MF-$23.76 HC Not Available from EDRS.**

Descriptors—Clearinghouses, Documentation, *Educational Research, *Indexes (Locaters), Information Dissemination, Information Retrieval, Information Storage, *Microfiche, Resource Materials, *Technical Education, *Vocational Education

Documents announced with VT numbers only in the Volume 5 Number 4 issue (VT 017 450) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

**ED 068 734** VT 017 454

**Community-Career Orientation Program. Final Report.**

New Britain Consolidated School System, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 15 Jun 72

Note—242p.

**EDRS Price MF-$0.65 HC-$9.87**

Descriptors—*Career Education, Career Planning, Community Problems, *Community Programs, *Community Resources, *Developmental Programs, *Elementary Grades, Employment Opportunities, Goal Orientation, Occupational Information, Self Concept
Identifiers—Career Exploration, *Exemplary Projects

The objectives of this exemplary career orientation program were to provide children in Grades 3-6 with opportunities to: (1) broaden their occupational aspirations and self-image, (2) develop the concept of the dignity of work and pride in workmanship, (3) identify community problems, explore alternative solutions, and contribute to improvement of human life, (4) become aware of occupational opportunities, and (5) formulate through exploratory experience more specific career goals and make wiser course choices for Grades 7-12. During the past 2 years, 8,771 students and 426 teachers have participated in the project activities which were designed to make a classroom of the community by utilizing community resource people in the classroom and by making field trips to various community agencies. Verbal, subjective reports from administrators, teachers, and parents indicate that the program has contributed to a change in student behavior. The children are manifesting a greater degree of: (1) respect for themselves, (2) confidence in learning new things, (3) ease in speaking before peers, (4) knowledge about job opportunities, and (5) pride in their community. Several project materials, including the project proposal, are appended. (SB)

**ED 068 735** VT 017 466
**Industriology--The Science of Industry.**
Wisconsin State Univ., Platteville. Coll. of Industry.
Note—24p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—Behavioral Objectives, Elementary Grades, *Industrial Arts, *Industrial Education, Industry, Instructional Design, Occupational Guidance, *Program Descriptions, Secondary Grades, Sequential Approach, Vocational Development
Identifiers—Educational Awareness

This overview of an industrial arts curriculum project, resulting from comprehensive studies of industry by the staff and graduate students of the College of Industry at Wisconsin State University through federally funded institutional grants and fellowship programs, focuses on "industriology"--the science of industry. Intended to update and improve industrial arts programs at the elementary and secondary levels, the comprehensive sequential program examines extractive, manufacturing, distribution, and service industries by delineating their activities in development and design, finance and office services, marketing, processing, industrial relations, and purchasing. General and specific behavioral objectives, a program rationale, a brief content outline, and descriptions of the instructional organization are presented. Instructional materials for these courses will consist of: (1) a study guide, (2) sheets for learning activities and teaching procedures, (3) student worksheets, and (4) resource lists and a bibliography. Integrated resource units will be developed and implemented for the elementary grades. Program activities will include occupational guidance, cooperative work experience, and modular units varying from 5 to 25 instructional hours in length. (AG)

**ED 068 736** VT 017 493
**The Comprehensive Career Education Model. Progress Report (June 1971-May 1972).**
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 20 Jul 72
Note—49p.
**EDRS Price MF-$0.65 HC-$3.29**
Descriptors—*Career Education, *Developmental Programs, Educational Innovation, Educational Objectives, Elementary Grades, *Federal Programs, Goal Orientation, *Models, Post Secondary Education, *Program Development, Program Evaluation, Relevance (Education), Secondary Grades, Student Centered Curriculum, Systems Approach
Identifiers—CCEM, Comprehensive Career Education Model

This history of the development of the Comprehensive Career Education (School Based) Model (CCEM), includes historical antecedents of the project, early organizational activities, major conceptual focuses, and current efforts. In June 1971 the Center for Vocational and Technical Education (CVTE) at The Ohio State University in Columbus, Ohio was awarded a $2 million grant by the U.S. Office of Education (USOE) for the developmental phase of this career development program, which utilizes a comprehensive systems approach for Kindergarten through post-secondary education. Supplemented by a $1.7 million grant in October 1971, the USOE selected six Local Education Agencies from 53 candidates, providing each with a CVTE resident project team to offer technical assistance, on-site consultation and a direct liaison with CVTE, which is accountable to the USOE for the entire program and funds expended. The CCEM project identified: (1) eight conceptual elements, (2) eight student learning objectives, and (3) a matrix, or developmental model, with 32 themes and 1,477 sequential goals extending across all grade levels. Operational and evaluation procedures for CCEM are delineated, and program developments are specified. (AG)

# Subject Index



This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

**Perception**
Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number — ED 013 371


**Ability**
Patterns of Ability Factors among Four Ethnic Groups. Project Access Research Report No. 5. ED 068 526

**Abstracting**
Research on Automatic Indexing, Classification, and Abstracting Techniques. Final Report. ED 068 133//

**Abstract Reasoning**
The Role of Non-Verbal Communication in Students' Abstract Understanding of a Technological Concept in Junior and Senior High Industrial Arts. Final Report. ED 067 700

**Abstracts**
Abstracts of Instructional Materials for Career Education. ED 068 627
International Education Resources. A Summary of OE-Funded Research Projects and Reports Available through the Educational Research Information Center 1956-71. ED 068 413
Operation RESOURCE for Teacher Educators and Other Educational Personnel Concerned with Teaching the Disadvantaged Learner. Final Report. ED 068 625
Projects Funded in West Virginia Through Authority of Vocational Education Amendments of 1968 (PL 90-576), (January 1, 1971-June 30, 1972). ED 068 705

**Academic Ability**
An Assessment of Learner Needs in Colorado, School Year 1970-1971. ED 068 514

**Academic Achievement**
Academic Achievement Test Results of a National Testing Program for Hearing Impaired Students. United States: Spring 1971. ED 067 802
Alternatives to Accountability: Stool Pigeon Versus Servant and Soulmate. ED 068 517
The Certificate of Secondary Education: An introduction to Some Techniques of Examining. Examinations Bulletin No. 3. ED 068 475//
Children's Concept of Number: The Spontaneous Production of Number Symbols in Their Drawings. ED 068 157
Evaluation and Specification of Instructional Materials and Management Procedures through Use of a Pupil Performance Profile and a Predictive Model. Final Report. ED 067 799
Local District and School Report: Explanatory Materials. The Third Report of the 1971-1972 Michigan Educational Assessment Program. ED 068 504
Local District Results: Michigan Educational Assessment Program. ED 067 525
National Assessment Measuring American Education. ED 068 513
National Assessment of Educational Progress. Citizenship: Group Results B. Preliminary Report 9. 1969-70 Assessment. Parental Education, Color, Size and Type of Community. ED 068 407
Paducah-Louisville Consortium. Project VIII: Focus on Dropouts... A New Design. Final Evaluation Report, 1971-72. ED 068 614
Rationale for Bilingual Education in South Texas. ED 068 256
The Relationship Between Inner Versus Outer Locus of Control and Achievement in Black Middle School Children (5th through 8th Grade): A Psychometric and Validity Study. ED 068 520
The Reliability and Validity of the Word-Association Test as a Measure of Academic Achievement. Final Report. ED 068 518
A Review of Indian Education in North America. ED 068 257
The School Performance of Post-H. Influenza Meningitic Children. Final Report. ED 067 801
Social Status Effects on Achievement Motivation. Final Report. ED 068 391
Teacher-Pupil Interaction and Teacher Expectations for Pupil Achievement in Secondary Social Studies Classes. ED 068 402
TM News. ED 068 511
Using Ninth Grade Information for Tenth Grade Prediction. ED 067 569

**Academic Aptitude**
Aptitude Testing: A Critical Examination of the Differential Aptitude Tests, Alternative Batteries, and Problems in Prediction. ED 068 487

**Academic Failure**
An Open Admissions Policy, Reading Ability and Grades. ED 068 031

**Academic Freedom**
The Report of the President. ED 068 016

**Academic Performance**
Bibliography for the Prediction of College Grades from Reading Scores. ED 068 028
Pupil-Teacher Adjustment and Mutual Adaptation in Creating Classroom Learning Environments. Final Report. ED 068 416

**Academic Standards**
A Current Perspective on Accreditation. Report Number 7. ED 068 071

**Accelerated Programs**
Male Student Success in the Collegiate Early Admission Experiment. Final Report. ED 068 017

**Accident Prevention**
Experimental Development and Evaluation of a Shop Safety Attitude Scale. ED 068 658//

**Accreditation (Institutions)**
A Current Perspective on Accreditation. Report Number 7. ED 068 071
Study of Accreditation of Selected Health Educational Programs. Commission Report. ED 068 628

**Acculturation**
From Indian Village to Chicano Suburb: Problems of Identity and Suburbanization. ED 068 224
The Rediscovery of Diversity. ED 068 602

**Achievement Gains**
Achievement Expectations: A Survey of Professional Opinions. ED 067 761
An Analysis of the Longitudinal Effects that a Nongraded Elementary Program, Conducted in an Open-Space School, Had on the Cognitive Achievement of Pupils. ED 067 726//
Research and Evaluation in the El Salvador Project of Educational Reform: Some Preliminary Research Findings from the First School Year, 1969. ED 067 894

The School Executive's Guide to Performance Contracting.
ED 067 759

**Achievement Rating**
1971 Texas Achievement Appraisal Study.
ED 067 558
A Rating Scale for Master's Orals.
ED 068 582

**Achievement Tests**
Academic Achievement Test Results of a National Testing Program for Hearing Impaired Students. United States: Spring 1971.
ED 067 802
The Certificate of Secondary Education: Experimental Examinations--Technical Drawing. Examinations Bulletin No. 6.
ED 068 478//
Elements and Compounds.
ED 068 586//
Matter Test.
ED 068 585//

**Acoustic Phonetics**
Studies in the Phonology of Asian Languages X: Intertonal Influences in Two-Syllable Utterances of Vietnamese. Final Technical Report, March 1970 - June 1972.
ED 067 954

**Acting**
The Aesthetic Dimension of the Theatrical Event: A Practical View.
ED 067 722
Faces for the Actor, English, Drama: 5113.49.
ED 067 704

**Activism**
Campus Unrest and Its Resolution in Schools of Changing Ethnic Composition.
ED 067 602

**Activity Learning**
Workjobs: Activity-Centered Learning for Early Childhood Education.
ED 068 173//

**Adjustment (to Environment)**
Coping Styles and Achievement: A Cross-National Study of School Children. Volume III of VII Volumes. Parental Views of Themselves and Their Children in Eight Countries.
ED 067 607
Labor Mobility: An Evaluation of Pilot Projects in Michigan and Wisconsin.
ED 068 729
Post High School Adjustment of the Educable Mentally Retarded.
ED 067 791

**Administrative Change**
Hope for the Future: Organizational Development Through Human Development.
ED 067 565

**Administrative Organization**
Urban Multi-Unit Community Colleges: Adaptation for the '70s.
ED 068 096

**Administrative Personnel**
Economic Status [for School Administrators] 71-72.
ED 067 756
Education Directory: State Governments.
ED 067 754
The School Executive's Guide to Performance Contracting.
ED 067 759
A Study in School Personnel Policy. Promotion From Within The District.
ED 068 435//
Training Programs for Child Care Personnel. Volume 2: Appendixes. Final Report: Part IX.
ED 068 198

**Administrative Policy**
Summary of Responses, Community College Commencement Exercise Survey. Summer 1972.
ED 068 089

**Administrative Principles**
Institutional Management in Higher Education.
ED 067 972
Personnel Management in Higher Education.
ED 068 043

**Administrative Problems**
A Compendium of Federal Boarding School Evaluations. The Education of American Indians, November 1969, Volume 3.
ED 068 210
Duplication, Gaps and Coordination of Publicity Funded Skill Training Programs in 20 Cities. Volume I: Research Report.
ED 068 706
Field Investigation and Research Reports. The Education of American Indians, October 1969, Volume 2.
ED 068 211
A Special Study Institute Proceedings: To Acquaint Public School Administrators with the Role of the Special Education Administrator and to Present a General Overview of Special Education Programs.
ED 067 806

**Administrator Attitudes**
Achievement Expectations: A Survey of Professional Opinions.
ED 067 761
The Doctor of Arts Degree in Washington--An Attitudinal Survey.
ED 068 045

**Administrator Characteristics**
A Study of the Relationship Between the Leader Behavior of Secondary School Principals and Biology Teachers' Attitudes Toward BSCS Biology.
ED 068 304//

**Administrator Education**
1969 Institute for Financial Aid Administrators Evaluation Report.
ED 068 001
Director's Evaluation Report. Higher Education Media Institute. The University of Texas at Austin. June 2-July 11, 1969.
ED 068 003

**Administrator Guides**
Manual for Preparation of Proposals for External Degree Programs.
ED 068 069
Personnel Management in Higher Education.
ED 068 043
PERT and CPM: Workshop Material.
ED 067 991

**Admission (School)**
The College Handbook: A Comprehensive Guide to More Than 2,000 Two-Year and Four-Year Colleges.
ED 067 998

**Admission Criteria**
Curriculum and Credit Transfer Problems in the Upper Level Institutions.
ED 068 027
Student-Designed Curricula: The Graduate and Professional School Reaction.
ED 068 015

**Admission Test for Graduate Study in Business**
An Examination of Differential Item Response Characteristics for Six ATGSB Candidate Groups.
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**Adopted Children**
Supply and Demand in ARENA: An Analysis of the Relation of Characteristics of Children Registered with ARENA and the Characteristics Acceptable to Families Registered.
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**Adoption**
Supply and Demand in ARENA: An Analysis of the Relation of Characteristics of Children Registered with ARENA and the Characteristics Acceptable to Families Registered.
ED 068 171

**Adoption (Ideas)**
The Administration of Educational Innovation.
ED 067 768

**Adoption Resource Exchange of America**
Supply and Demand in ARENA: An Analysis of the Relation of Characteristics of Children Registered with ARENA and the Characteristics Acceptable to Families Registered.
ED 068 171

**Adult Basic Education**
The Adult Student and Languages.
ED 067 925
A Handbook for Adult Basic Education Teacher Trainers.
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A Readability Analysis of Reading Materials Used in Adult Basic Education.
ED 067 627

**Adult Education**
The Adult Student and Languages.
ED 067 925
After Literacy What Next? The Role of Libraries in Post Literacy Adult Education. National Adult Education Association of Tanzania Seminar (November 17 and 18, 1972).
ED 068 119
Career Education: In-Service Teacher Training Programs Available to the Public Schools, 1972-1973.
ED 068 664
The Continuing Education Unit: A Compilation of Selected Readings.
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The Dallas Public Library Independent Study Project.
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The Dallas Public Library Independent Study Project: [Two Presentations].
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Evaluator's Report to the National Interest Council: March 1 and September 15, 1972.
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A Handbook for Adult Basic Education Teacher Trainers.
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Materials & Methods In Adult Education.
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Multi-Media Systems in Adult Education; Twelve Project Descriptions in Nine Countries.
ED 067 817
[Pre-Service Teacher Recruitment, Training & Placement for Professional Personnel Retiring from Industry. Director's Evaluation Report.]
ED 068 002
Report to the National Interest Council: March 7 and September 15, 1972.
ED 068 123
Studies in Adult Education.
ED 067 547
A Study Comparing the Effects of Compressed Speech Programs with That of Normal Speech Programs Transmitted Via the Educational Telephone Network (ETN) to Professional Adults throughout the State of Wisconsin.
ED 067 552//
Thinking About a Graduate Program in Adult Education: (No. 1) Alternative Philosophical Positions; (No. 2) Alternative Starting Points For Organizing The Program into Courses.
ED 067 527
[Training Program for Retirees from Industry Planning to Teach in Junior Colleges or Technical Institutes. Director's Evaluation Report.]
ED 067 999

**Adult Education Programs**
A Handbook for Adult Basic Education Teacher Trainers.
ED 067 554

**Adult Educators**
A Handbook for Adult Basic Education Teacher Trainers.
ED 067 554

**Adult Reading Programs**
A Readability Analysis of Reading Materials Used in Adult Basic Education.
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**Adult Students**
Training Programs for Child Care Personnel. Volume 2: Appendixes. Final Report: Part IX.
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**Adult Vocational Education**
The Consumer and His Dollars.
ED 068 681//
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**Advanced Placement Programs**
A Study of the Advanced Placement Program in High School Biology.
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**Advisory Committees**
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Cooperative Day of Planning VI. ED 068 645
Policies for Better Advisory Committees. Educational Policies Development Kit. ED 067 751

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Aircraft of Today. Aerospace Education I. ED 068 287
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Propulsion Systems for Aircraft. Aerospace Education II. ED 068 292
Space Exploration: Manned and Unmanned Flight. Aerospace Education III. ED 068 294
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Aerospace Industry and Research. Aerospace Education II. ED 068 288//
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Determination of the Consistency of Relevance Judgments and the Reliability of Search Strategies Among Information Specialists for the Aerospace Materials Information Center. ED 068 131

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Theory of Aircraft Flight. Aerospace Education II. ED 068 293

**Affective Behavior**
Acoustic Concomitants of Emotional Dimensions: Judging Affect from Synthesized Tone Sequences. ED 067 587
The Interaction of Cognition and Affect: The Issue of Free Trade. ED 068 378
Measuring Growth in Appreciation of Literature. Reading Information Series: Where Do We Go? ED 067 649
Methods of Summer Reading Instruction in Relation to Changing Attitudes and Abilities of Children. ED 067 624//

**Africa**
Pilot Project on New Approaches and Techniques in Biology Teaching in Africa. ED 068 318
Rural Development in Africa: A Bibliography. (Part I: General, Central, East). Training & Methods Series Number 16. ED 068 251

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Black in White America: Historical Perspectives. The African Experience: Exploring What was Lost to a Man Enslaved and Brought to the New World. ED 068 380//
Black in White America: Historical Perspectives. In Bondage: The First 300 Years. ED 068 381//
Black in White America: Historical Perspectives. The Search for Unity and Equality in the Twentieth Century. ED 068 382//
Culturally Yours From Africa to the Americas. A Resource Unit for the Study of Black History. ED 068 430
Final Report of the Afro-American Studies & African Studies Summer Institute for College Teachers. ED 067 993

**African Culture**
Black in White America: Historical Perspectives. The African Experience: Exploring What was Lost to a Man Enslaved and Brought to the New World. ED 068 380//
Culturally Yours From Africa to the Americas. A Resource Unit for the Study of Black History. ED 068 430

**African Languages**
Ibibio Dictionary. Final Report. ED 067 960

**Age Differences**
Do Occupational Perceptions Become More Differentiated With Increasing Age? ED 067 609
Social Comparison of Ability in Blind Children and Adolescents. ED 067 800

**Agencies**
Science Policy Research and Teaching Units, Europe and North America 1967-1970. ED 068 311//

**Agency for International Development**
American Schools and Hospitals Abroad: Hearing Before the Subcommittee on the Near East of the Committee on Foreign Affairs. House of Representatives. Ninety-Second Congress, Second Session. ED 068 372

**Agency Role**
Civil Aviation and Facilities. Aerospace Education II. ED 068 290
Statement, Honorable Thomas E. Carroll, Assistant Administrator for Planning and Management, Environmental Protection Agency, Before the Select Subcommittee on Education, Committee on Education and Labor, House of Representatives, April 17, 1972. ED 068 283

**Agribusiness**
Core Curriculum for Agriculture and Agribusiness on All Levels of Education. Final Report. ED 068 631

**Agricultural Education**
Formacion Agropecuaria en las Escuelas Polivalentes (Agricultural Education in Comprehensive Middle Schools). ED 067 915
The Right to Participate in Extension Programs. ED 067 539
Rural Development in Africa: A Bibliography. (Part I: General, Central, East). Training & Methods Series Number 16. ED 068 251

**Agricultural Laborers**
Poverty on the Land - In a Land of Plenty. ED 068 207

**Agricultural Personnel**
A Conceptual Framework for Determining Training Needs of Extension Agents Applied to Dairy Science. The Findings from Extension Studies. ED 067 537
The Right to Participate in Extension Programs. ED 067 539

**Agricultural Research Projects**
Communication and Institutional Change in Mexican Agricultural Development. ED 068 248
Rural Sociology in the South: 1972. Proceedings: Rural Sociology Section, Association of Southern Agricultural Workers. ED 068 213

**Air Pollution Control**
Air Pollution and Industry. ED 068 342//
Air Pollution Control, Part II. ED 068 345//
Air Pollution. Part A: Analysis. ED 068 346//

**Alaska**
The Big Picture on Small Schools. ED 068 252
Effective Teachers of Indian and Eskimo High School Students. ED 068 246
Small Secondary Schools Administrative Manual. ED 068 233

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A Leadership Training Program in Alcoholism: Content. ED 067 594

**Alcoholism**
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Measures Pertaining to Health Education: III. Alcohol. An Annotated Bibliography. ED 068 570

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Student Performance in Computer-Assisted Instruction in Programming. ED 067 870

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Final Evaluation Report for the Alternative Schools Project 1971-72. ED 067 775
A Guide to Alternative Education In the Bay Area. Second Edition. ED 067 876
Off Campus High School Evaluation. Research Report. ED 067 733
Seven Schools. A Story of Community Action for Better Education by the Young Great Society Building Foundation. ED 067 735//

**Alternative Schools Project**
Final Evaluation Report for the Alternative Schools Project 1971-72. ED 067 775

**American Council on Education**
The ACE Office of Research: Its Purposes and Activities. ED 068 530

**American Culture**
The Popular Culture Explosion. ED 067 866//

**American English**
Culture, Class, and Language Variety: A Resource Book for Teachers. ED 067 907//

**American History**
Mirror Image; The Influence of the Daguerreotype on American Society. ED 067 880//
Our National Heritage. ED 068 468//

**American Indian Culture**
The Greedy Little Boy Teacher's Manual [With Units for Levels A and B]. ED 068 239
Little Bear Teacher's Manual [With Units for Levels A and B]. ED 068 238
Social Structure and Resistance to Change. ED 068 245
United States History: From Community to Society. Teacher's Guide, Grade Six. Project Social Studies. ED 068 383
United States History: From Community to Society. Unit One: Indian America Before White Settlement. Grade Six. Project Social Studies. ED 068 384

United States History: From Community to Society. Unit Two: Spanish and French Settlement of North America. Grade Six. Project Social Studies.
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United States History: From Community to Society. Unit Seven: The Completion of National Expansion. Grade Six. Project Social Studies.
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**American Indian Languages**
Navajo Spelling Lists. Navajo Reading Study Progress Report No. 11.
ED 068 226
Written Navajo: A Brief History. Navajo Reading Study Progress Report No. 19.
ED 068 229

**American Indians**
American Indian Enrollment in Classes for the Educable Mentally Retarded and Educationally Handicapped.
ED 068 266
Arizona Commission of Indian Affairs Annual Report, 1971-72.
ED 068 217
Bilingual-Bicultural Development for Spanish, English and Indian Speaking Children in a Southwestern Multicultural Environment. A Report of Statistical Findings and Recommendations for the Grants Bilingual Education Project, Grants, New Mexico.
ED 068 242
A Compendium of Federal Boarding School Evaluations. The Education of American Indians, November 1969, Volume 3.
ED 068 210
The Division of Indian Education of the Arizona Department of Education to the Bureau of Indian Affairs. 1971-1972 Annual Report.
ED 068 259
Effective Teachers of Indian and Eskimo High School Students.
ED 068 246
Field Investigation and Research Reports. The Education of American Indians, October 1969, Volume 2.
ED 068 211
Indian Education, 1969. Part 2--Appendix. Hearings Before the Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-First Congress, First Session on Policy, Organization, Administration, and New Legislation Concerning the American Indians.
ED 068 209
Indian Education Division, Nevada State Department of Education, 1960-1961 Annual Report to United States Bureau of Indian Affairs.
ED 068 205
The Indian in Michigan: Ottawa; Chippewa; Potawatomi. John E. Munson Michigan History Fund Kit Number 1.
ED 068 264
Indians' Problems in Acquiring Development Capital. Four Corners Agriculture and Forestry Development Study. Special Report No. 11.
ED 068 258
Introduction to School Board Training: English Text to Accompany Slides and Tapes. Navajo School Board Training Project.
ED 068 232
Navajo: A Century of Progress, 1868-1968.
ED 068 263//
Navajo Community School Boards Speak Out: A Summary of Navajo Thought About Education. Navajo School Board Training Project.
ED 068 230
Northern Indian California Education Project; An Analysis of Responses by Practicing School Psychologists on a Pre-Questionaire.
ED 068 267
Off-Reservation Boarding School Project (ORBS Project). Research and Evaluation Report No. 11.
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Open Minded, Thought-Filled Education.
ED 068 166
The Organization Question. The Education of American Indians, November 1969, Volume 4.
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A Review of Indian Education in North America.
ED 068 257
Short-Term Training Program. The American Indian Student in Higher Education.
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The Situation of Navajo Literacy Projects. Navajo Reading Study Progress Report No. 17.
ED 068 227
Summary Report of Training Activities. Navajo School Board Training Project.
ED 068 231
Welcome to the Land of the Navajo. A Book of Information about the Navajo Indians. Third Edition, 1972.
ED 068 262

**American Literature**
American Literary Scholarship: An Annual, 1970.
ED 067 671//
The Puritan Ethic, English: 5114.61.
ED 067 685

**Ancillary Services**
Selected Training Programs for Physician Support Personnel.
ED 068 674

**Andres Bello Agreement**
Convenio "Andres Bello:" Informe Final [de la] Segunda Reunion de Ministros de Educacion de la Region Andina ("Andres Bello" Agreement: Final Report of the Second Meeting of the Andean Region Ministers of Education).
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JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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# NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January through December 1972 issues of *Research in Education (RIE):*

**AEROSPACE EDUCATION 140**
UF Aerospace Science Education

**AESTHETIC EDUCATION 140**
UF Aesthetic Development

**AIR INFLATED STRUCTURES 210**

**AIR SUPPORTED STRUCTURES 210**

**ALTERNATIVE SCHOOLS 470**

**Career Development**
USE VOCATIONAL DEVELOPMENT

**CASTE 490**

**CHEMICAL NOMENCLATURE 400**

**CONCEPTUAL TEMPO 420**
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style

**CONFIDENCE TESTING 190**
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

**CUTTING SCORES 190**
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose
UF Critical Scores

**DESENSITIZATION 420**
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

**DIMENSIONAL PREFERENCE 060**
SN Cue response to color, form, or size

**Diplomacy**
USE FOREIGN RELATIONS

**Diplomatic Policy**
USE FOREIGN POLICY

**DISARMAMENT 480**
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

**DISSENT 060**
UF Dissensus

**DRUG EDUCATION 140**
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects

**EDITORIALS 050**

**EXTERNAL DEGREE PROGRAMS 140**

**HYBRID AIR STRUCTURES 210**

**Intergovernmental Organizations**
USE INTERNATIONAL ORGANIZATIONS

**Internation Behavior**
USE FOREIGN RELATIONS

**INTERNATIONAL CRIMES 060**
UF War Crimes

**INTERNATIONAL LAW 230**
UF International Legal Analysis
International Torts
Law of Nations

**International Policy**
USE FOREIGN POLICY

**International Politics**
USE FOREIGN RELATIONS

**ITEM BANKS 520**

**Labor Demand**
USE MANPOWER NEEDS

**LAND ACQUISITION 020**

**Lifelong Integrated Learning**
USE CONTINUOUS LEARNING

**LUNAR RESEARCH 450**
SN Scientific activities designed to provide information about the origin, structure and properties of the moon
UF Lunar Exploration

**MERIT PAY 220**

**MEXICANS 380**
SN Citizens of Mexico

**Military Policy**
USE FOREIGN POLICY

**MOLECULAR STRUCTURE 220**

**MORAL DEVELOPMENT 130**

**MULTIDIMENSIONAL SCALING 190**

**NEUROLINGUISTICS 290**
SN A branch of linguistic science relating language behavior to the neurological sciences

**NONPUBLIC SCHOOL AID 220**

**NONRESERVATION AMERICAN INDIANS 380**

**OBSERVATIONAL LEARNING 310**

**OPEN EDUCATION 140**
UF Open Schools

**PARANOID BEHAVIOR 420**

**PAROCHIAL SCHOOL AID 220**

**PEACE 480**
UF International Peace
World Peace

**PERFORMANCE BASED TEACHER EDUCATION 140**
SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do
UF Competency Based Teacher Education

**PHYSICIANS ASSISTANTS 380**
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians

**PLANNING (FACILITIES) 020**
UF Facilities Planning

**PNEUMATIC FORMS 210**

**POLISH AMERICANS 380**

**POPULATION EDUCATION 140**
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society

**PROPERTY TAXES 230**
UF Ad Valorem Tax

**PUPPETRY 030**
UF Puppets
Puppet Shows

**SEMANTIC DIFFERENTIAL 190**

**SEX DISCRIMINATION 480**
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

**SI Units**
USE METRIC SYSTEM

**SOCIAL STRATIFICATION 490**

**SPACE SCIENCES 400**

**STATE OF THE ART REVIEWS 320**

**STUDENT RESPONSIBILITY 040**

**TIMEOUT 420**

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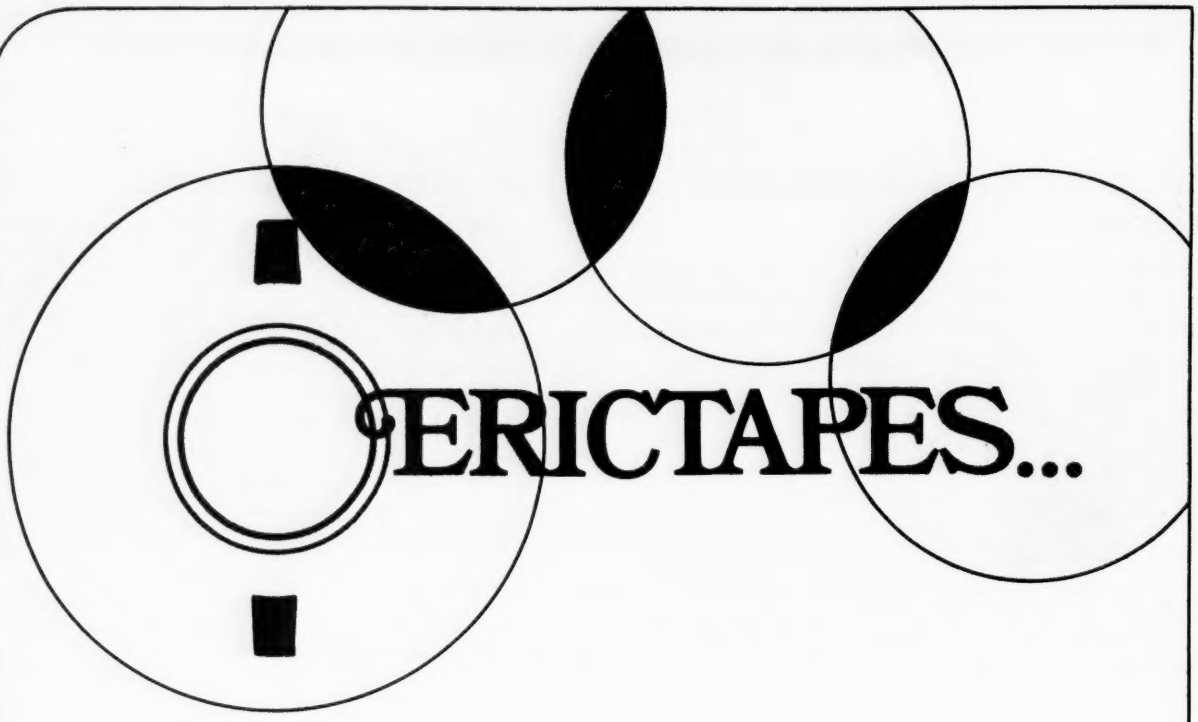


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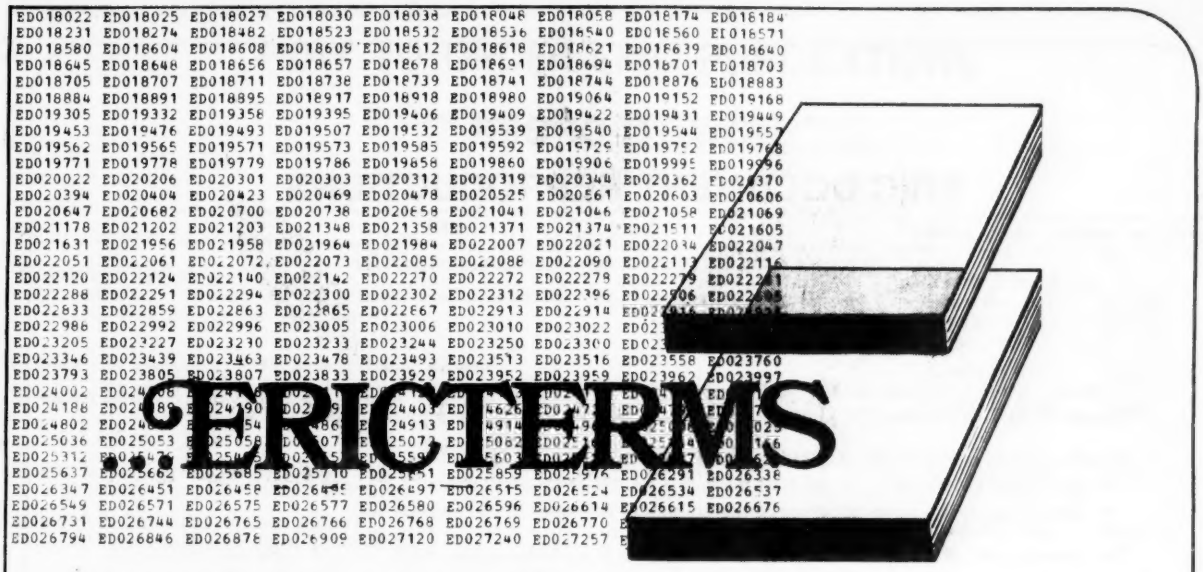


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